A PERMANENT BASKETBALL RECORD

DON BRUMBAUGH, Graduate Student
Indiana University

With the basketball season in progress it is time to think of a permanent record for the complete season. The average score book tells the story but not in an easily understandable way. With the assistance of the score book a more complete record can be kept.

With a minimum of effort an accurate system can be developed that will give a permanent record while at the same time it can be used as a check for the current season. It offers the coach and the school a history of basketball to be used in coming years.

The following system was developed in Murray, Kentucky, being first used for the Murray State College team in the 1946-47 basketball season. It was tested more fully the following year when it was used for the seven high schools in Calloway County, Kentucky, as well as for the college.

One of the local papers in Murray ran a weekly column of basketball statistics that helped to create a greater interest in the game. These statistics were also used as the basis for sports writing that covered state, area, and local papers.

While this system was received with general interest by the coaches one dissenting vote was raised in that some players were adversely affected by the publicity given their basketball records. While the primary use of this system in Murray was for publicity reasons that defect could easily be corrected by using the system as a record only and not for the publicity value attached.

The basis for the complete system was a single multiple-use chart on which four complete records were kept. These were team offense and defense, game records, and the individual player's offensive record.

Several copies of the chart were mimeographed and sent to each of the schools in the county. In most cases the coach assigned the manager to fill them out with the game record but any interested student could easily do the job. Experience along these lines indicated that students interested in athletics but unable to play for several reasons proved to be the most reliable men for the job.

From the score books these school statisticians filled out the information shown in the top illustration. They listed the home team and the opponent as well as the date of the game. Each player on the team was placed in the left hand column with his record for the game following in the columns to the right. Totals for the team were computed and checked by the coach to reduce the number of errors. On the bottom line of the sheet the record for the opponents was listed. This gave the defensive record for the team being checked.

In this case, a county-wide system, these game forms were sent to the central statistician who transferred the information to three other forms. In the case of the individual school this would be done by the school statistician.

The second illustration shows the method used for both the team offensive and defensive record. The opponents name is entered in the left hand column with the offensive record being listed in the columns to the right. In case of the defensive record for the team those figures made by the opponent would be listed. In case several games have been or will be played against the same opponent it might be wise to number the games so that no mistakes will be made. After the two first games have been played a total is run for the team record. Thereafter the totals are run after each game to supply the team record at a glance. Averages for foul shooting and average points per game may be kept in the margins.

The fourth form is the individual player's record which is kept in the same manner as the team offense and defense records. Here it is very important that the games be numbered as few players play every game in a season's play. The opponent is entered in the left hand column and his records against that opponent in the columns to the right. These are totaled after each game and the averages computed in the same manner as above.

With these four sheets the coach has a complete picture of the teams scoring and defense as well as a permanent record for the future.

The publication of these statistics can be accomplished once a week or longer by simply typing up the totals and sending them to the local newspaper. If the team happens to be a winning combination these statistics will be in greater demand by the press. Experience has shown that newspaper space is easier to get if the sports writer has something concrete to write about. In Murray the statistics were published every week with additional copies going to each coach in the county.

A final season summary for the seven teams in Calloway County took 36 typewriten pages with an average of four to each school with the rest being county-wide computations.

These records together with the Hortin Basketball Chart will give a complete picture of the scoring statistics. This winter a third chart is

being used by Coach Glen Bonsett of University High School in Bloomington, Indiana, which if it proves of benefit will give the coach a more complete picture of his team. This final sheet will deal more with the individual performance of the players than with scoring statistics.

BLANKVILLE HIGH SCHOOL vs. Smithville H. S. Jan. 1, '49

	Field Goals	Fouls Tried	Fouls Made	Per Fouls	Total Points
Smith .....F	2	3	1	4	5
J. Jones .....F	4	4	2	1	10
S. Jones C	5	8	4	5	14

BLANKVILLE HIGH SCHOOL OFFENSE

	Field Goals	Fouls Tried	Fouls Made	Per Fouls	Total Points
Smithville	20	18	10	15	50
Jonesville	22	16	12	24	56
TOTAL	42	34	22	39	106

JOHN JONES FOWARD

	Field Goals	Fouls Tried	Fouls Made	Per Fouls	Total Points
Smithville	4	4	2	1	10
Jonesville	5	5	5	5	15
TOTAL	9	9	7	6	25
Greensville	5	6	0	5	10
TOTAL	14	15	7	11	35
Smithville	2	4	4	2	8

The Hortin Basketball Chart [1]

One of the better types of basketball scoring sheets has been developed by Prof. L. J. Hortin of the School of Journalism at Ohio University. Horton did the majority of his work on the chart while head of the Journalism department and Publicity Director at Murray State College.

This type of chart has two big advantages (1) it is easy to use and (2) no great financial outlay is needed for this type of permanent basketball record. The chart, as illustrated, is usually drawn up on a manilla folder so that it can be filed away for reference. Another value of the chart is its use in publicity work for the complete picture of the game is right at hand.

The first column, headed "N," is for the numbers of the players, the second is for the names of the players with the name of the team at the top, the third column, headed "P," is for the position of the players. Columns for field goals, free throws, and personal fouls follow. The column, headed "1," is for the total points in the first half and the column, headed "2," is for the total points scored in the second half with the final column, headed "TP," for the total points scored in the game. This side of the chart is not dissimilar to the great majority of basketball score books but it has all the necessary information.

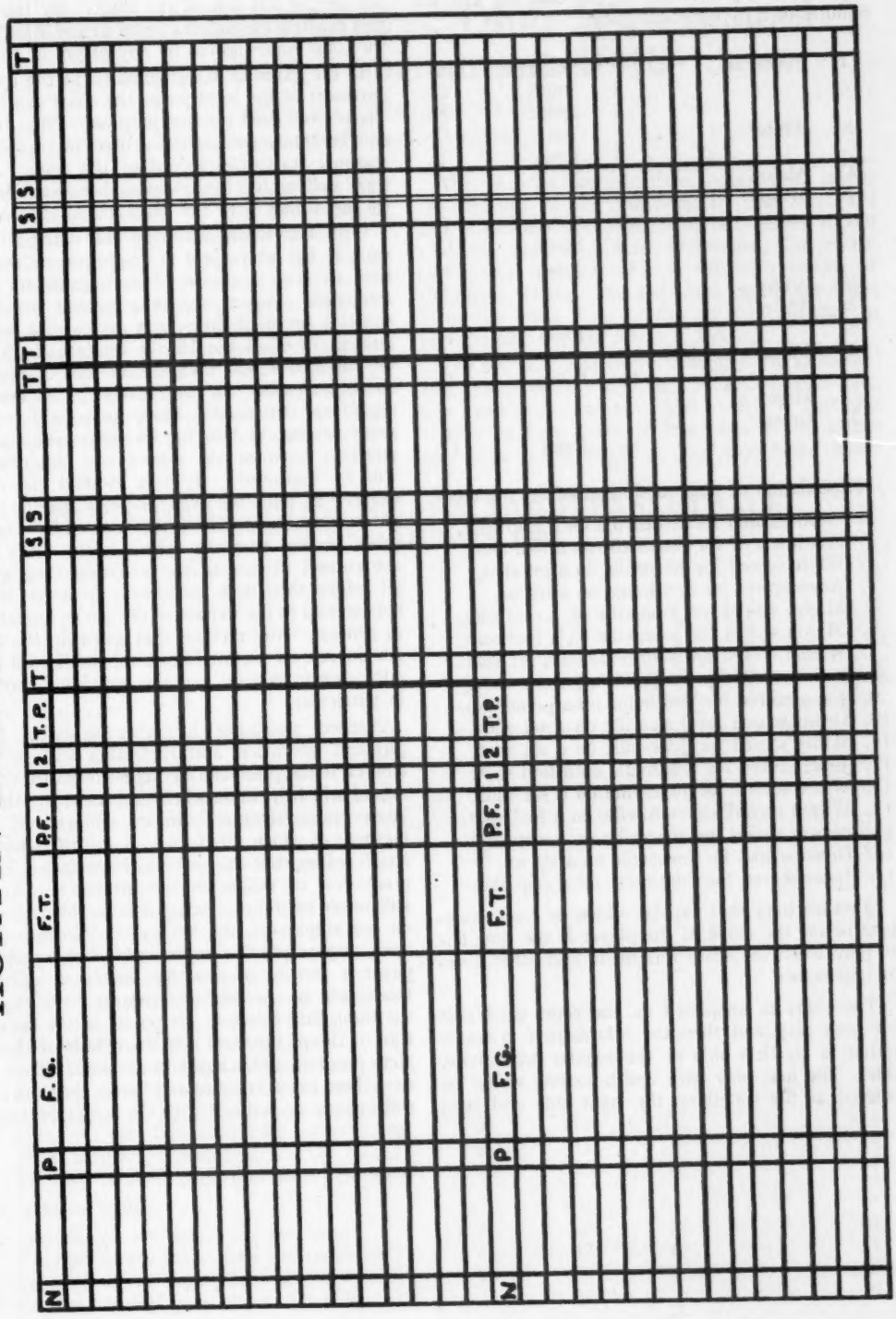
The main feature of the chart is the right hand side which gives a running score of the game. The first column, headed "T," is for the type shot made by the player, the second column is for the Player's name while the third column, headed "S," is for the running score. The same columns in reverse order are on the other side for the opponents. Two complete running score sections are listed on the front of the chart but another column is usually needed so the chart is bent between these two sections and another running score section is drawn on the back of the chart. This has proven to be enough room for both scholastic and collegiate games. The blank column on the extreme right of the chart is the "tab" of the folder and usually has the names of the two teams playing, score of the game, date of the game, and other important information needed for quick reference in the filing cabinet.

The use of the running score column is simple and can be mastered in a short time by almost

[1] This chart is used by permission of the author, Prof. L. J. Hortin of the School of Journalism, College of Commerce, Ohio University, Athens, Ohio.

HORTIN BASKETBALL CHART

HORTIN BASKETBALL CHART



anyone. For illustration we can take the first ten minutes of a hypothetical game.

T	Jonesville	S	S	Smithville	T
			2	Smith	C
			3	Smith	F
S	White	2			
			5	Jones	T
C	Mason	4			
F	Mason	5			
			7	Wilson	S
			9	Smith	C
			11	Jones	P
S	Green	7			
S	White	9			
			12	Jones	F
S	White	11			
			13	Wilson	F
C	Mason	13			
T	Green	15			
			15	Jones	C

Explanation of play as illustrated on the chart:

1. Smith scored for Smithville on a crip shot.
2. Smith scored for Smithville on a foul shot.
3. White scored for Jonesville on a set shot.
4. Jones scores for Smithville on a tip in.
5. Mason scored for Jonesville on a crip shot.
6. Mason scored for Jonesville on a foul shot.
7. Wilson scored for Smithville on a set shot.
8. Smith scored for Smithville on a crip shot.
9. Jones scored for Smithville on a pivot shot.
10. Green scored for Jonesville on a set shot.
11. White scored for Jonesville on a set shot.
12. Jones scored for Smithville on a foul shot.
13. White scored for Jonesville on a set shot.
14. Wilson scored for Smithville on a foul shot.
15. Mason scored for Jonesville on a crip shot.
16. Green scored for Jonesville on a tip in.
17. Jones scored for Smithville on a crip shot.

Another item that can be added in small numbers beside the name of the player is the time left to play when the score was made and other notes of importance.

The chart is completed on the right hand side for each play and then the information is transferred to the left side or the regular score book side. The first play with Smith scoring would be entered as illustrated on the right side and then put on the left side of the chart. By this method you can tell the running score at any time and also the total points scored by any player in an instant.

If the game is to be called in to the sports department of the local paper the chart can be taken "as is" and used for this purpose. From the chart can be taken the statistics used in compiling the seasonal statisticial record of the team. Another type system for this purpose has been developed by the author with the assistance of Prof. Hortin.

With basketball achieving the national importance it has at present it might prove worth the time to keep a record of each game for further reference. Papers are in continual demand for concrete proof of the season and with a minimum amount of effort the Hortin Basketball Chart can be put into action with the amount of newspaper space increasing for the school. The coach, by supplying the needed news items will have the press coming to him for its information and the relations between the school and the newspaper will be improved. By this method the coaches exercise an influence over the press and the amount of unfavorable publicity will decrease. Once the press realizes that the school is the place to get the correct picture of the situation they will not sit behind their desk and dream up stories that are detrimental to the welfare of the school and athletics in general. Any method that will help the schools get the correct picture before the public will benefit education in general and the individual institution in particular.

Needed assistance in other fields of health, physical education and recreation will be forthcoming if the press can be made to realize that the school will help them when they need information. Better press relations can be achieved by many methods of which this is one. Until the school and coach realize that this section of our society carry a great deal of weight in the printed column they will never be able to create a favorable impression on our employers, the taxpayers. Several articles have emphasized the importance of giving the taxpayer a picture of how his money is spent and this is one of the lead-up methods. We can keep the thing that interests the public as the main feature of the picture and add the details of the complete program as background material. Time after time these items are read and before long the public will become acquainted with the complete program.

Basketball Shot Charts: Ohio High School Basketball Tournament 1948

HOWARD "BURLEY" GRIMES
Hughes High School, Cincinnati, Ohio

During the past fourteen years I have kept various forms of shot charts for my own coaching needs and have found them very valuable.

In the last few years I have observed the increasing number of one hand push shots from the floor. To my knowledge there has never been published an account for high schools of the number of one hand push shots as compared to the two hand chest shots that have been common for years; neither have I noticed a comparison of the various types of foul shots; namely, two hand underhand, two hand chest or overhand, and the one hand push.

This year for the first time I charted all games (37) played in the Southwestern Ohio Sectional and Regional Tournaments for both Class A and Class B, held at Xavier University, Cincinnati, Ohio; and the State Finals for both classes at Columbus, Ohio. The semi-final games for Class B in the State Tournament are not included in the statistics for the Class B Finals.

For the field goal charts I divided the shots into four types; namely, one hand long, two hand long, one hand short, and two hand short. A shot was considered long when it was beyond the fifteen foot area of the basket. Any shot taken inside

SHOT CHART—OHIO HIGH SCHOOL BASKETBALL TOURNAMENTS 1948

FIELD GOALS	Cincinnati Sectional B	Cincinnati Sectional A	Cincinnati Regional A	Columbus State Finals A	Columbus State Finals B
Average number per game for both teams.					
(a) One hand long tries for field goal.....	18	22	33	53	34
One hand long shots made.....	3	5	9	10	6
Per cent of one hand long shots that were successful	17	23	27	19	18
(b) Two hand long tries for field goal.....	15	17	12	10	15
Two hand long shots made.....	3	4	3	3	4
Per cent of two hand long shots that were successful	20	23	25	30	27
(c) One hand short tries for field goal.....	68	72	56	57	75
One hand short shots made.....	22	22	18	22	21
Per cent of one hand short shots that were successful	32	30	32	39	28
(d) Two hand short tries for field goal.....	2	1	1	2	0
Two hand short shots made.....	0	0	0	0	0
Per cent of two hand short shots that were successful	0	0	0	0	0
(e) Total one and two hand tries for field goal	103	112	102	122	124
Total field goals made.....	27	31	30	35	31
Per cent of field goals that were successful	26	28	29	29	24
Types of Shots Taken.					
(a) Per cent of one hand long shot tries.....	53	58	73	83	69
(b) Per cent of two hand long shot tries.....	47	42	27	17	31
(c) Per cent of one hand short shot tries.....	97	99	99	99	100
(d) Per cent of two hand short shot tries.....	3	1	1	1	0

FOUL SHOTS

Average number per game.	Cincinnati Sectional B	Cincinnati Sectional A	Cincinnati Regional A	Columbus State Finals A	Columbus State Finals B
(a) Two hand underhand tries	18	29	17	23	24
Two hand underhand made	9	17	10	13	13
Per cent of underhand shots made	50	59	59	56	54
(b) Two hand overhand or chest tries	7	0	5	0	0
Two hand overhand or chest shots made	4	1	3	0	0
Per cent of two hand overhand tries made	44	0	60	0	0
(c) One hand push tries	13	2	14	11	6
One hand push shots made	6	1	7	7	6
Per cent of one hand push shots made	46	65	50	64	100
(d) Total of all types of shot tries	40	32	36	34	30
Total of all types of shots made	26	5	7	20	19
Total of per cent of all shots made	65	16	19	59	63
Types of Shots Taken.					
(a) Per cent of two hand underhand shots	45.2	91.7	45.9	67.3	80
(b) Per cent of two hand overhand or chest shots	22.3	.008	14.7	0	0
(c) Per cent of one hand push shots	32.5	14.7	39.4	32.7	20

this area was a short shot. There were very few of the two hand short shots and these were practically all rebound shots. All Tip-in shots were included in the short shots.

You can notice from the charts that of all the long shots attempted the greater number was the one hand push shot. For example in the Section B Tournament 53 per cent of all shots were this type; in the Regional Tournament 73 per cent and in the State Finals 83 per cent were of this type. This indicates that the trend is definitely to the one hand push shot. A great number of coaches will probably disagree with this interpretation but I am convinced this shot is here to stay.

The foul shot charts were divided into three divisions; namely, two hand underhand, two hand overhand or chest, and the one hand push. The two hand underhand shot is by far the most used shot in these tournaments. In the Sectional A Tournament 91.7 per cent of all shots taken were this type, while in the State A Finals the percentage was 67.3 per cent.

Briefly, the field goal charts showed that:

1. The two hand long shots had the best percentage of baskets made in all tournaments except the Regional A.
2. The one hand long shots were most often used, ranging from 53 per cent in Sectional B to 83 per cent in State A Finals. The higher the tournament the more the one hand shot was used.
3. 99 per cent of all short shots are one hand.
4. The percentage of all shots made ranged from 26 per cent in District B to 29 per cent made in both the Regional A and the State A Finals.
5. The two hand short shots were negligible, as they did not average one shot per game.

Likewise, the foul charts showed that:

1. The two hand underhand method is universally used, ranging from 45.2 per cent in Sectional B to 91.7 per cent in Sectional A.
2. In the State A Finals not a single shot was taken by the two hand overhand method.
3. Percentage of all foul shots made started with 16 per cent in Sectional A to 65 per cent in Sectional B and in State Finals A was 59 per cent.

HOW TO KEEP FROM GROWING OLD

1. Always race with locomotives to crossings. Engineers like it: it breaks the monotomy of their jobs.
2. Always pass the car ahead on curves or on a hill; it gives the fellow meeting you such a thrill.
3. Always hold the middle of the road. You're entitled to half, so select the part you want.
4. Always speed: it shows them you're a man of pep even though traffic is heavy.
5. Always speed up when entering a main highway or a crossroad. You have just as much right as the other fellow.
6. Always shove on your brakes when skidding. It makes the job more artistic.
7. Always drive close to pedestrians in sloppy weather. The game is called muddytag.
8. Always make your turns without looking back. You make acquaintances that way.

APPARATUS ACTIVITIES

W. K. STREIT
Director of Physical Education, Cincinnati, Ohio

The values of apparatus are being increasingly recognized in the fields of recreation and physical education. Tests made in the armed services revealed a decided weakness in the arms and shoulder girdles of American youth. Games developed the lower extremities but not the upper. Over fifty per cent of the cadets admitted to the pre-flight schools were found to be deficient in upper body strength, especially in the muscles of the shoulder girdle, the triceps, the abdomen, and the back. Apparatus activities did much to correct this deficiency. The jungle gym, traveling rings, triple bar, and other playground apparatus are extremely popular and valuable in the outdoor recreation program. The horizontal bar, parallel bars, rings, ropes, poles, ladders, stall bars, mats, and horses have come into their own in the indoor instructional and recreational program.

Whether for war or peace, the objectives remain the same, with some shift of emphasis. Nevertheless, it is doubtful if any activity other than apparatus work provides the opportunity for the development of maximum muscular coordination and neuromuscular control.

Physical education without apparatus is hardily complete. Whether it is a ball that is chased, an obstacle that is cleared, or a piece of apparatus upon which an individual performs, the reason for its existence is always the same: it forms a device for self-expressive activity.

Objections have been made to apparatus work and especially to that phase which leads to higher development in skill and strength. But this is the type which plainly possesses the greater value. Usually, those who oppose apparatus work have no skill in performance themselves and are unable to teach the activities because of lack of experience, preparation and training. We tend to teach and stress those activities which we know best and can do best. Those activities about which we know least are neglected.

Obstacle courses, outdoors and indoors, were very popular during the war and were hailed as good conditioners and valuable additions to the program. Most of the activities of the obstacle course involved strength, agility, balance, flexibility and power, which are the same traits of physical fitness developed by apparatus activities. Many teachers have for years used the indoor obstacle course in the form of a "jungle trail" which was set up almost entirely with gymnasium apparatus. Children in grades 4-8 have enjoyed the challenge of these vigorous fundamental activities of swinging, climbing and traveling which the jungle trail affords.

Opponents of apparatus work have no objection to fancy diving. There is, however, a very high positive correlation between the two. Usually, a skilled apparatus performer scores high in diving because he has developed a high degree of coordination and a sense of relocation. Poise and equilibrium result in an awareness on the part of the performer while executing a variety of twists, turns or rolls.

Apparatus exerciess offer an admirable means of testing the ability and progress of students. Many individuals can perform indoors or outdoors in a limited space and the upkeep of equipment is extremely low.

In the execution of apparatus work such mental states as daring and courage, perseverance, decisiveness, initiative, self-confidence, and presence of mind are developed. Foolhardiness is discouraged. The individual deliberates, overcomes his indecision, suppresses his fears; he must act.

Interest is also involved. Boys and girls like stunts and perform them with actual joy. This is especially true in the elementary grades.

A desire to try more difficult stunts is aroused in boys and girls. But success is not easy. The learning of a stunt involves many repetitions, each leaving enough hope to try again. During the squad or class practice session, such qualities as helpfulness, friendly rivalry, leadership and cooperation are developed in a most positive way.

Apparatus and tumbling also develop dynamic body balance which is useful to the individual throughout life. Together with climbing, vaulting, and falling, these skills are directly useful in various emergency situations.

It should be observed that apparatus exercises can be adapted to the needs of individuals of all ages and both sexes. Hanging, bending, turning, stretching, twisting, kneading, lifting, pulling, pushing, and jumping are beneficial movements. Muscles grow only when they are stimulated to greater effort than the usual or habitual. Apparatus work furnishes this stimulus.

Those who advocate voluntary play as the only type of worthwhile activity and who object specifically to apparatus activities, overlook the kinds of movement involved in such play. If free to do so, growing boys and girls seize every opportunity to climb, swing and hang upon things. Observation will confirm the statement that these

(Continued on Page 19)

PRACTICAL PHYSICAL EDUCATION

LOUIS A. ZINSMEISTER
Milwaukee, Wisconsin

During cold, or inclement weather, during the months from November to May, many classroom teachers, in our Milwaukee elementary schools, must depend upon the Manual of Physical Education for classroom calisthenics.

Schools having gymnasia are more fortunate as the program may be varied with folk dances and games. During fall and spring, classes are taken out-of-doors for calisthenics, singing games, athletics and team games.

Each classroom lesson, taken for a period of two weeks, consists of eleven units of exercises, based upon the physiological needs of the children in our school.

Under a former system, teachers devoted fifteen minutes per day, without interruption, to calisthenics.

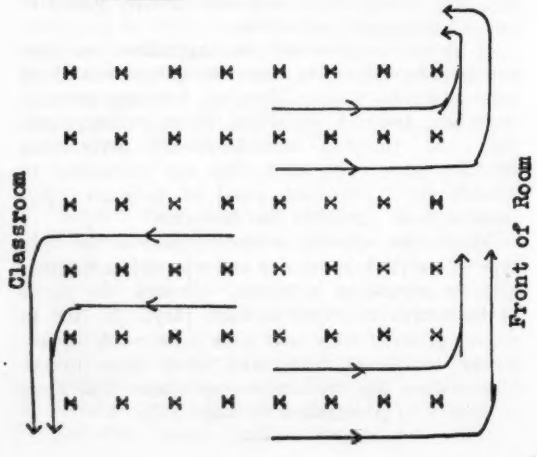
With the new set-up, teachers are encouraged to present one or two exercises after each recitation, thus spreading one lesson over an entire day. Teachers have the choice of selecting exercises from the old or new manual.

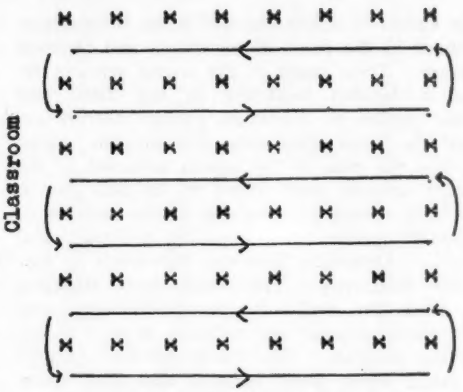
To synchronize the work with the visits of supervising teachers, lessons are changed every two weeks. All teachers begin with lesson "1" in September and finish with lesson "20" in June.

The fifth unit in each lesson in grades 1, 2 and 3, 4 consists of activities while marching from place, or marching from place alternated with such activities as skipping or gallop hopping. These exercises are pleasing to both teachers and pupils. They may profitably be passed on to teachers in schools outside Milwaukee's elementary schools.

Three Kinds of formations are used:

I. Two rows of pupils march around one row of desks.





II. Couples march around the room.

III. Single circle around the room.

I. Two rows of pupils march around one row of desks:

Command: For marching around the rows of desks,—FACE.

Execution: Beginning at the right, odd numbered rows remain facing to the front. The even numbered rows face to the rear.

Command: Around the rows of desks,—MARCH.

Execution: Pupils march forward, then counter march left up or down the next aisle. Two rows of pupils are now marching around one row of desks. Use a firm step with a good knee action. Let the arms swing freely in rhythm with the steps; shoulders back; chest high; head up.

1. March around the rows of desks and sing. To places and sit,—MARCH.
2. With firm step—around the rows of desks, —March. On tip toes,—March. Lightly,—SKIP. To places and sit,—March.
3. With clapping hands while marching:
   a. clap hands on every step
   b. clap hands on the first of every two steps
   c. clap hands on the first of every four steps
   d. clap hands in front and rear of body on every step.

   On tip toes,—MARCH. Lightly,—SKIP. To places and sit,—MARCH.
4. March on tip toes with arm positions:
   a. Hands on hips,—PLACE
   b. Arms sideward,—STRAIGHTEN
   c. Hands on shoulders,—PLACE
   d. Arms forward,—STRAIGHTEN
   e. Hands on heads,—PLACE

f. Arms upward,—STRAIGHTEN
g. Arms,—DOWN.
On tip toes,—MARCH. Lightly,—SKIP.
To places and sit,—MARCH.

5. March like big and little men:
Big men: March on tip toes with arms extended upward.
Little men: Bend knees and place hands on knees.

6. With shaking hands while marching with firm steps:
a. Hands on shoulders,—Place.
Arms sideward,—STRAIGHTEN.
Shake hands up and down,—1, 2, 1, 2, etc.
b. Hands on shoulders,—PLACE.
Arms forward,—STRAIGHTEN.
Shake hands up and down,—1, 2, 1, 2, etc.
c. Hands on shoulders,—PLACE.
Arms upward,—STRAIGHTEN.
Shake hands,—1, 2, 1, 2, etc.
Arms,—DOWN.
On tip toes,—MARCH. Lightly,—SKIP.
To places and sit,—MARCH.
d. clap hands in front and read of body on every step.
On tip toes,—MARCH. Lightly,—SKIP.
To places and sit,—MARCH.

4. March on tip toes with arm positions:
a. Hands on hips,—PLACE
b. Arms sideward,—STRAIGHTEN
c. Hands on shoulders,—PLACE
d. Arms forward,—STRAIGHTEN
e. Hands on heads,—PLACE
f. Arms upward,—STRAIGHTEN
g. Arms,—DOWN.
On tip toes,—MARCH. Lightly,—SKIP.
To places and sit,—MARCH.

5. March like big and little men:
Big men: March on tip toes with arms extended upward.
Little men: Bend knees and place hands on knees.

6. With shaking hands while marching with firm steps:
a. Hands on shoulders,—PLACE.
Arms sideward,—STRAIGHTEN.
Shake hands up and down,—1, 2, 1, 2, etc.
b. Hands on shoulders,—PLACE.
Arms forward,—STRAIGHTEN.
Shake hands up and down,—1, 2, 1, 2, etc.
c. Hands on shoulders,—PLACE.
Arms upward,—STRAIGHTEN.
Shake hands,—1, 2, 1, 2, etc.
Arms,—DOWN.
On tip toes,—MARCH. Lightly,—SKIP.
To places and sit,—MARCH.

II. Couples march around the room:
Command: For marching around the room,—FACE.
Execution: Where there are six rows of pupils, the two middle rows face toward the rear of room. The four outside rows remain facing to the front. Couples join inner hands across desks.
Command: with your partner—around the room,—MARCH.
Execution: The two rows on the left (window side) march forward and counter march left down the aisle nearest windows.

The two rows on the right march forward, angle march left across the front of room and follow the couples marching down window sides.

The two middle rows march forward to the rear, angle march left and continue up the aisle nearest side blackboard.

Partners may hold hands or swing arms freely at the sides.

In classrooms where there are five rows of pupils, let the middle row face to the rear and take partners in own row.

Return to places:
Command: Follow leaders to places and sit,—MARCH.
Execution: The two outside columns of couples follow their leaders up their own aisles from the rear and sit. The two middle rows march down their aisles from the front and sit. It does not matter which rows return to their places first.

1. March around the room by twos and sing.
Follow leaders to places and sit,—MARCH.
2. Gallop hop sideward:
Face partner, join both hands with partner, extend arms sideward and gallop hop sideward, counter clockwise.
Follow leaders to places and sit,—MARCH.
3. On tip toes,—MARCH. Lightly,—SKIP.
Follow leaders to places and sit,—MARCH.
4. Marching alternated with gallop hopping:
March eight steps forward (1-8), then face partner, join both hands with partner, extend arms sideward and gallop hop eight counts sideward in line of march (counter clockwise),—1-8.
Children may count during the above exercise.
Follow leaders to places and sit,—MARCH.
5. Marching alternated with skipping:
March eight steps forward (1-8) then skip eight steps forward,—1-8.
Children may count from 1-8 and from 1-8 during above exercise.
Follow leaders to places and sit,—MARCH.
6. Gallop hopping alternated with skipping:
Face partner, join both hands with partner, extend arms sideward and gallop hop eight counts sideward in line of march (1-8) in

alternation with eight skipping steps in line of march,—1-8.

Let children count during the above exercise.

Follow leaders to places and sit,—MARCH.

III. Single circle around the room:

Command: For marching around the room in couples,—FACE.

Command: With your partner—around the room,—MARCH.

Several methods may be used in getting couples into a single circle.

A. Class,—HALT. Keep hold of partner's hand and with partner face toward the center of the room (or circle).

B. Class,—HALT. Pupils on the outside step in front of partners.

C. Forming a single circle may also be done while couples march around the room.

Command: Single circle,—MARCH.

Execution: Outside pupils step in front of their partners and all continue marching.

Single circle to couples:

Command: By twos (or, with your partner),—MARCH.

Execution: Those in front of their partners step right sideward, wait for their partners, then march with them.

1. March in a single circle around the room and sing.

Follow leaders (in couples) to places and sit, —MARCH.

2. Skipping forward:

On tip toes,—MARCH. Lightly,—SKIP.

Firm step,—MARCH. Follow leaders to places and sit,—MARCH.

3. Gallop hop sideward:

Toward center of circle,—FACE.

Gallop hop sideward, right,—BEGIN.

Firm step,—MARCH. Follow leaders to places and sit,—MARCH.

4. Marching alternated with skipping:

March eight steps forward in alternation with eight skipping steps forward,—1-8 and 1-8.

Firm step,—MARCH. Follow leaders to places and sit,—MARCH.

5. Marching alternated with gallop hopping sideward:

March eight stept forward then face toward center of circle and gallop hop sideward right eight counts,—1-8 and 1-8.

Firm step,—MARCH. Follow leaders to places and sit,—MARCH.

6. Skipping alternated with gallop hopping:

Skip eight steps forward, then face center of circle (join hands with neighbors) and gallop hop sideward right eight counts,—1-8 and 1-8.

Note: The above exercises may be taken with children holding hands with neighbors or with swinging arms freely at the sides.

MUSIC AND PHYSICAL EDUCATION

W. K. STREIT
Director of Physical Education,
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Rhythm and meter are characteristics of motion. Man works preferably in rhythm and from primitive to modern times certain sounds have accompanied the rhythmic work. The human voice is one of the means of rhythmic accompaniment and is exemplified in the work of sailors, boat crews, railroad section crews and others to add rhythmic swing to their labor. Rhythmic movements apparently need some form of sound accompaniment. Movement and sound have within them the same dynamic forces.

It is commonly observed that all children do not have the same appreciation of rhythm and that individuals vary in ability to receive and ability to express rhythm. Power to perceive and reproduce may be improved by cultivation. Children failing to march or sing in time with others will be few, when rhythmic instruction is given.

Music adds an emotional drive to physical education activities and increases its enjoyment. Good music, adapted to instructional needs, is an important element in the success of most exercises involving rhythm. The successful teacher of physical education in the elementary schools has a working knowledge of music and the proper use of various types of music and musical accompaniment in the teaching program.

Folk dances, fundamental steps, rhythmic conditioning and developmental exercises, country dances, clog and character dances, may be performed with various means of accompaniment, such as piano, phonograph, drums, cymbals, morrocos, tambourine, voice, and sticks. The teacher may hum or sing the tune, or a portion of the class then not exercising, may furnish the vocal accompaniment for the remainder of the class.

There is a stimulation of the mental states of joy, happiness, and buoyancy resulting from the use of good and appropriate music in the physical education program.

COMPARATIVE OPINIONS OF HIGH SCHOOL COACHES AND HIGH SCHOOL PRINCIPALS IN REGARD TO VARIOUS ASPECTS OF THE SENIOR HIGH SCHOOL PHYSICAL EDUCATION PROGRAM

AUBREY A. BATES
Los Angeles, California

Do high school coaches and high school principals agree as to how the physical education program should be organized and administered? This question was addressed during 1948 to selected coaches and principals in the high schools of Los Angeles, San Diego, and adjoining cities of southern California by means of a check list questionnaire. Replies to the inquiry were received from seven high school principals and thirty-six high school physical education teachers, all of whom had some assigned duties in connection with the competitive athletic program. Several of the respondents expressed considerable interest in the study and concurred with the hypothesis that disagreement between coaches and principals could readily be one of the main causes of dissention and malpractice in physical education. The degree to which the evidence of this study supports or refutes the supposition is offered for the guidance of those interested in improving the quality of educational experiences that can be provided to boys of the senior high school through the physical education program.

Descriptive data relative to the coaches and principals who participated in the study is shown in Table I. It will be noted that the mean age of the principals was 45 years, as compared with 38 years for the coaches. The principals also averaged one year more of college training, and six years more teaching experience than did the group of coaches. However, the amount of collegiate participation in major and minor sports was much greater for the coaches than for the principals These facts are what one would normally expect, except that the mean of three and one-half seasons of major sports participations shown for the principals seems slightly high.

TABLE I

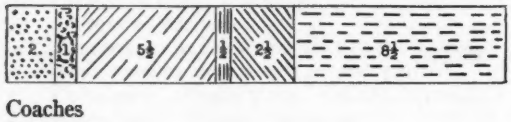
Experiences and Training of the Seven High School Principals and Thirty-six High School Coaches of Southern California who Participated in the Study in 1948, Showing Means for Each Group.

Item	Coaches	Principals
1. Average age of respondents in years	38	45
2. Average number of years of college training	5½	6½
3. Average number of years of all teaching	15	21
4. Average number of years of full time teaching in physical education	9	3½
5. Average number of seasons of participation in major sports in college	4½	3
6. Average number of seasons of participation in minor sports in college	1½	2

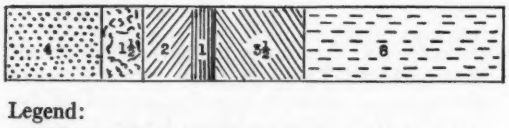
Figure 1 shows the recommended distribution of class time per month for physical education by kinds of activities and methods of instruction. The comparison of the mean hours of time recommended for each of the six kinds of activities discloses relatively close agreement in regard to the statement that organized team games afford the best educational medium for attainment of the objectives of physical education. In a like manner, the following kinds of activities are regarded as deserving but little time in the program: (1) instructional teaching with movies, slides, charts, etc.; and, (2) teaching health and safety. Considerable disparity exists between the recommenda-

tions for the other aspects of the program indicated in Figure 1. For example, the coaches recommended that five and one-half hours per month be allowed for free play (The individual boy participates in an activity of his own choosing.), whereas the group of principals recommended only two hours per month for this phase of the program. Similarly, the group of coaches recommended less time per month for calisthenics and formal type exercises and instructional teaching of fundamental skills than did the principals.

Twenty Hours of Class Time for Physical Education Per Month



Coaches



Principals

Legend:

A — Calisthenics and formal type exercise.
B — Instructional teaching with movies, slides, charts, etc.
C — Free play—each individual to choose his activity
D — Teaching health and safety
E — Instructional teaching of fundamental skills
F — Organized teams with scheduled games

Figure 1. Distribution, by kinds of activities, of the twenty hours of class time for physical education per month, as recommended by seven high school principals and thirty-six high school coaches of Southern California in 1948.

In the personalized questionnaire used in the study, each respondent was asked to check one of the following answers to several stated policies and practices used to administer the secondary physical education program: (1) am *in favor* of this policy; (2) am *opposed* to this policy; (3) am *undecided* about this policy. Figure 2 lists seven of these policies felt to be most significant, and indicates the per cent of concurrence or opposition to each by the coaches and the principals. As will be noted in Figure 2, considerable disagreement exists over two issues: First, to the stated policy—"Set aside one or more physical education periods per week for classroom type instruction in personal health and hygiene," 44% of the coaches were opposed and 56% were in favor of the plan, whereas none of the principals expressed opposition and 86% approved the practice. Second, to the stated policy—"Require all students to participate in some type of scheduled coeducational activity in physical education," 61% of the coaches checked *Yes* and 25% checked *No*, whereas 57% of the principals checked *No* and none favored the policy. The other policies listed in Figure 2, for each of which relatively high agreement by the two groups is indicated, seem sound policies for secondary schools to follow. One exception of course is the psychologically wrong practice of assigning janitorial type duties to boys as punishment for breach of rules; as shown in Figure 2; this practice is opposed by 64% of the coaches and 57% of the principals.

Opinions of the two groups in regard to some of the controversial issues involved in administering the competitive athletic program are indicated in Figure 3. Both groups highly *favor* complete yearly physical examinations and clearances by physicians for all participating boys and that emphasis be placed on competition between schools of equal size within small geographic areas. In a like manner, both groups *oppose* allowing coaches to enter an individual boy in as many track or field events as desired, or that no restrictions be placed on participation in football. In regard to the stated policy that coaches for the competitive sports in high school be hired solely for that duty, both the group of coaches and the group of principals were divided in their opinions, with the majority of both groups being *opposed* to the plan. Similarly, there was disagreement within each group over the stated policy that, "All games and contests be made free to the general public and costs of these activities be paid from regular school funds"; however, the majority of both groups favored the plan.

The ten criteria for selecting the high school physical education teacher, that were submitted to the respondents for ranking, are listed in Table II in order of their importance as judged by the thirty-six high school coaches; also shown after each criterion is the importance ranking voted to it by the principals. As a group, the principals assigned greater significance to character appraisals and recommendations of teacher training institutions in the selection of physical education teachers, than did the coaches. Similarly, the coaches rated specific training in sports methods much higher in importance than did the principals. The correlation between the rankings of these ten criteria by the two groups is .854. This shows a relationship sufficiently high to indicate very little serious disagreement between coaches and principals in this area.

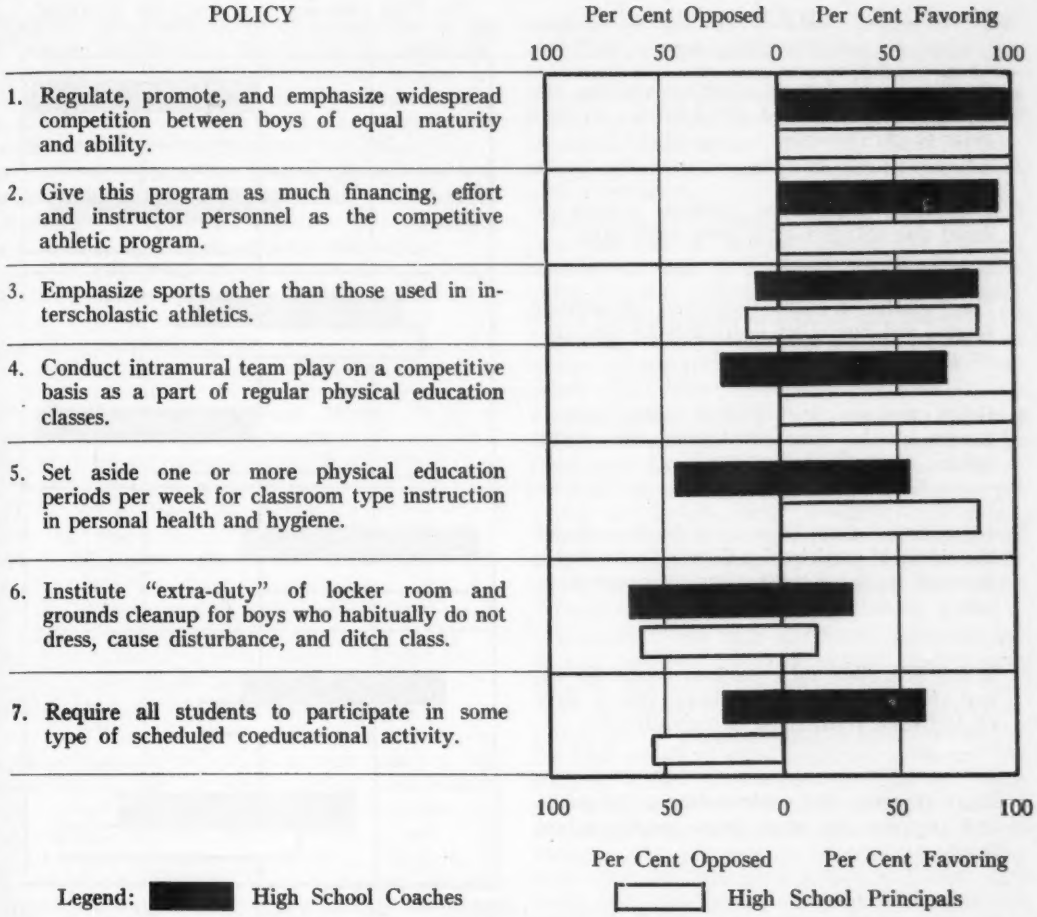

POLICY
Per Cent Opposed
Per Cent Favoring
100
50
0
50
100
1. Regulate, promote, and emphasize widespread competition between boys of equal maturity and ability.
2. Give this program as much financing, effort and instructor personnel as the competitive athletic program.
3. Emphasize sports other than those used in interscholastic athletics.
4. Conduct intramural team play on a competitive basis as a part of regular physical education classes.
5. Set aside one or more physical education periods per week for classroom type instruction in personal health and hygiene.
6. Institute "extra-duty" of locker room and grounds cleanup for boys who habitually do not dress, cause disturbance, and ditch class.
7. Require all students to participate in some type of scheduled coeducational activity.
100
50
0
50
100
Per Cent Opposed
Per Cent Favoring
Legend:
High School Coaches
High School Principals

FIGURE 2. Stated Policies for the Organization and Administration of the Regular Physical Education Program, Showing the Per Cent of Concurrence or Opposition by Seven High School Principals and Thirty-six High School Coaches of Southern California in 1948.

TABLE II—Rank Order of Importance of Stated Criteria Used to Appraise the Qualifications of Men Physical Education Applicants as Judged by Thirty-six High School Coaches, and the Ranking for Each Criterion as Viewed by Seven High School Principals.

Coaches' Ranking	Stated Criterion for Selecting the High School Physical Education Teacher	Principals' Ranking
1	Demonstrated ability to get desirable results in students	1
2	Adequate and specific training in sports methods	5
3	Evidence of good health and intelligence	3
4	Score on a comprehensive character appraisal	2
5	High scholastic record	6
6	Recommendation of teacher training institution	4
7	Written examinations covering all fields of education	7
8	Membership and participation in professional and civic organizations	9
9	Influence with local authority	10
10	Outstanding athlete during collegiate training	8

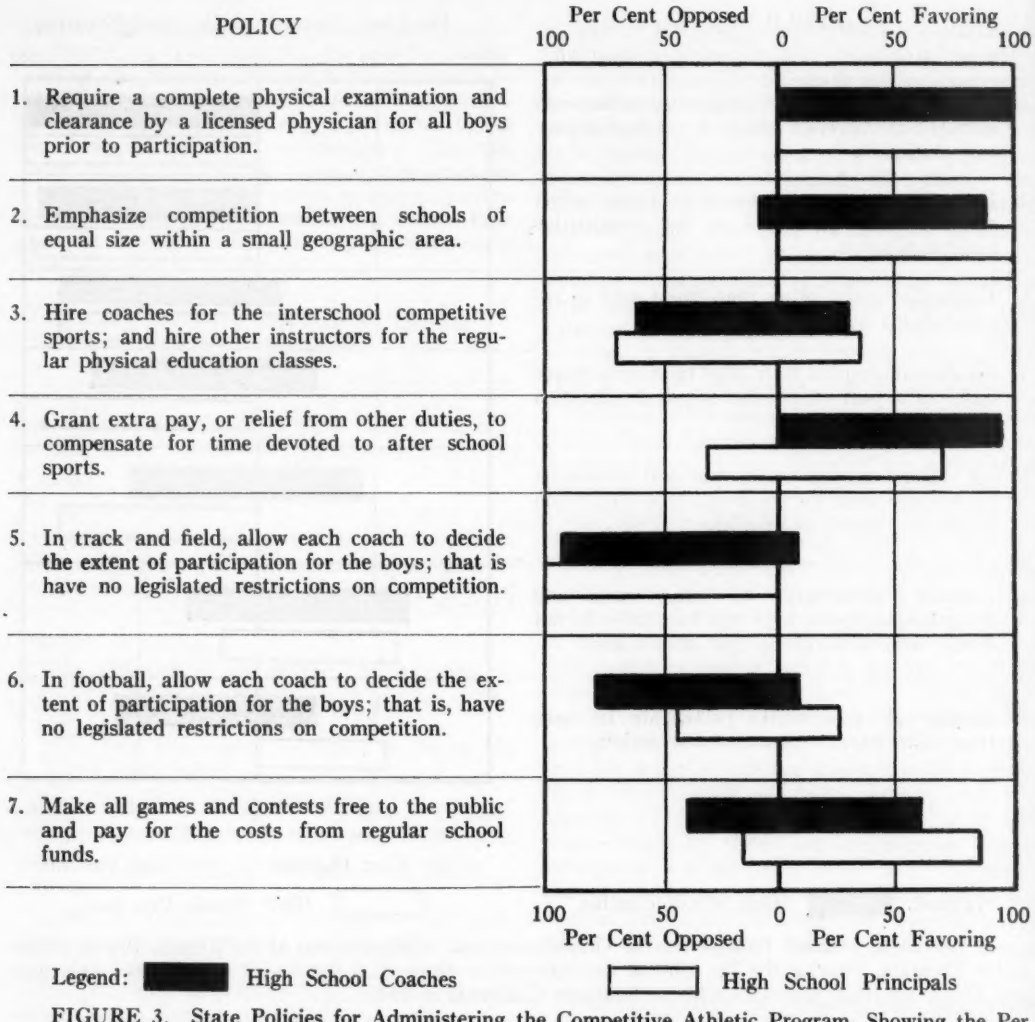

POLICY
Per Cent Opposed
Per Cent Favoring
100
50
0
50
100
1. Require a complete physical examination and clearance by a licensed physician for all boys prior to participation.
2. Emphasize competition between schools of equal size within a small geographic area.
3. Hire coaches for the interschool competitive sports; and hire other instructors for the regular physical education classes.
4. Grant extra pay, or relief from other duties, to compensate for time devoted to after school sports.
5. In track and field, allow each coach to decide the extent of participation for the boys; that is have no legislated restrictions on competition.
6. In football, allow each coach to decide the extent of participation for the boys; that is, have no legislated restrictions on competition.
7. Make all games and contests free to the public and pay for the costs from regular school funds.
100
50
0
50
100
Per Cent Opposed
Per Cent Favoring
Legend:
High School Coaches
High School Principals

FIGURE 3. State Policies for Administering the Competitive Athletic Program, Showing the Per Cent of Concurrence or Opposition by Seven High School Principals and Thirty-six High School Coaches of Southern California in 1948.

Listed in Table III are ten attributes of the successful, influential leader in physical education, as were submitted to the respondents for importance ranking; the factors are listed in order of importance as judged by the thirty-six high school coaches, and after each factor is given the ranking assigned to it by the principals. It will be noted that the importance of each attribute stated does not vary more than two ranks in any instance between the two groups. The correlation of .915 between the rankings indicates a strong agreement of the two groups as to the relative significance of these factors.

When asked to check those activities, methods, and attitudes through which the physical education teacher can best promote and maintain harmonious relationships between the school and the community, coaches and principals again were in close agreement. The following represents their combined opinions in regard to the items that were submitted for judgment: (1) Rated as *highly important;* (a) Have every student vitally interested in physical education activities, the methods used, and the instructor's viewpoint; (b) Make a special effort to see that parents understand the objectives of the school's health and physical edu-

TABLE III—Rank Order of Importance of the Stated Attributes of the Successful, Influential Leader in Physical Education, as Judged by Thirty-six High School Coaches, and Showing the Ranking for Each Attribute as Viewed by Seven High School Principals in 1948.

Coaches' Ranking	Stated Attribute of the Successful Influential Physical Educator	Principals Ranking
1	Displays a well rounded philosophy and social vision	1
2	Practices democracy through tolerance, understanding and respect for personalities	2
3	Displays initiative, enthusiasm, and courage	3
4	Evidences dignity and adheres to professional code of ethics	6
5	Is above average in intelligence, creativeness, resourcefulness	5
6	Strives always to advance his profession	4
7	Maintains and exudes health and vigor	7
8	Engages in and contributes to professional research	9
9	Engages in a wide variety of leisure time activities	10
10	Is a student of professional literature	8

cation program; (c) Field a team which is well coached and plays as hard in defeat as in victory; (d) Display a pleasing congenial personality and willingness to talk before public groups. (2) Rated as *important:* (a) Conduct playdays, exhibitions, and demonstrations to acquaint the public with what is actually being done in the physical education program; (b) Emphasize athletic competition of the type the public likes to watch; (c) Attend regularly PTA and other school-community functions; (d) Abstain from drinking in public. Rated as *of little importance:* (a) Join and attend regularly the meetings of many civic organizations; (b) Abstain from smoking in public; (c) Write articles to be published in local newspapers; (d) Do experimentation and research in physical education, and write up his findings and recommendations for physical education periodicals.

In regard to the *corrective physical education program* both groups highly favor: (1) That boys be assigned to corrective and remedial physical education classes *only* upon the advice and recommendation of a licensed physician; (2) That instructors of such remedial and corrective classes be adequately qualified; (3) That each school provide adequate guidance, facilities, and personnel to meet the development needs of *all* boys in the school. As a basis for determining *marks in physical education* both groups advocate: (1) That sportsmanship, constructive leadership, individual initiative and resourcefulness, and cooperativeness be of *primary importance;* (2) That knowledge of rules and strategy of games be of *secondary importance;* and, (3) That athletic ability and scores on physical fitness tests be of *little significance.*

Responses to statements dealing with the purpose and use of physical fitness and physical achievement tests as a part of the physical education program indicate considerable disagreement within both the group of coaches and the group of principals. The evidence also showed instances of serious misconceptions as to the objectives and values of this phase of physical education.

Both groups agreed that required in-service training for physical education teachers should be based upon the needs of the individual teacher in terms of his past experiences and training, current duties, and future plans. Similarly, both groups recommended that a committee of principals and coaches be the final body responsible for establishing the objectives of the senior high school physical education program for a school system.

Summary. The main purpose of this study was to gain evidence of agreement or disagreement between high school coaches and high school principals in regard to some of the basic issues involved in the organization and administration of the high school physical education program. An analysis of the recommendations made by thirty-six coaches and seven principals indicates that considerable disagreement exists in regard to the following: (1) The amount of physical education class time for free play activities, formal type drills, and instructional teaching of fundamental skills; (2) The use of physical education class time for teaching health and hygiene; (3) Required coeducation classes in physical education; (4) Character appraisal as a criterion in the selection of the physical education teacher.

The findings of this study indicate considerable agreement between the two groups in regard to the overall physical education program. However, within each group, there is a wide range of opinion upon some of the aspects of physical education included in this study.

Recommendations. The following recommendations are based upon the findings of this study: (1) That coaches and principals alike employ the issues discussed herein as a basis of group discussion and evaluation of their physical education programs; (2) That this study be repeated to encompass all the coaches and principals within individual states to ascertain the recommendations of these men who are directly responsible for the success or failure of the secondary physical education program.

CURRICULUM DEVELOPMENT IN SOCIAL AND MENTAL HYGIENE BASED ON NEEDS AND INTERESTS OF PUPILS

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Hughes High School
Cincinnati, Ohio

With increasing emphasis on mental and social hygiene as a part of the public school educational program, teachers are more and more concerned with the development of adequate course of study content.

An effective technique for curriculum development in social and mental hygiene is through the use of unsigned statements and questions from each pupil of his needs and desires in this field. These statements may serve not only as a basis for curriculum development but as an introduction to the subject.

This procedure or technique has been used successfully in girls senior health classes.

The first class is begun with a discussion of the significance of social and mental hygiene and a resumé of general topics, to be included in the semesters' work. Pupils are then asked to put on paper some of the things they feel they need and want from the class.

These statements when compiled form the basis for many class discussions. Interest is assured, for the teacher is working with subject matter, which she knows is important to the class. Statements from one class which were analyzed fell into natural subject groups. The subject groups are readily turned into units of work in the curriculum. Grouping of pupil statements which were submitted by one class is illustrated by the following questions and statements:

I. PERSONALITY—Pupil Statements.

1. How can you make friends with both sexes and keep them as friends?
2. What kind of a girl does a boy like? (That is what type of personality?)
3. How to be a better conversationalist with boys, girls, and older persons.
4. How to get along with people all though life.
5. How to make friends.
6. How to keep friends.

II. SOCIAL BEHAVIOR IN RELATION TO SEX—Pupil Statements.

1. Necking.
2. Actions on dates.
3. Is it vulgar to discuss sex education in a crowd of both boys and girls?
4. How would you get along with a wolfish boss if you want to keep your job?
5. How to handle a boy when he gets a little rougher than usual.
6. What is the difference between necking and petting?
7. Relationship between boys and girls going steady.
8. Relationship in engagements.

III. EDUCATION FOR MARRIAGE—Pupil Statements.

1. Marriage relationship.
2. What does a fellow expect from a good wife?
3. The cost of a child.
4. How to talk to children.
5. How to make a happy marriage.
6. What is the most suitable age for a woman to have children?
7. How to build a successful marriage if both are rather young.
8. What is the parents' effect upon a child?
9. Which sex becomes passionate easier?

IV. MATURITY—Pupil Statements.

1. How can you tell the difference between a heavy crush and real love?
2. Do women mature more quickly than men?

V. CHOOSING A HUSBAND—Pupil Statements.

1. How can you pick a husband who will be just as much in love with you 50 years from now?
2. Can a husband who drinks prove just as good as one who doesn't if his wife is sympathetic?
3. How can two people know if they are sexually mated?

VI. PARENT AND CHILD RELATIONSHIPS—Pupil Statements.

1. What would girls do when their parents are so set against their learning the facts of life?
2. How can a girl talk freely with her mother about the very intimate relations?

VII. MISCELLANEOUS—Pupil Statements.

1. Is mother's judgment of the dreamy fellow explicitly right?
2. What makes men passionate?
3. Is it good to be in the social whirl?
4. How to hold a man.
5. I'd like to learn to talk my problems over with older people who can help me solve them or make me feel better about them.

(Continued on Page 22)

A SYSTEM OF MARKING IN BOYS' PHYSICAL EDUCATION AS PRACTICED AT RICHARD HENRY DANA JUNIOR HIGH SCHOOL

SAN PEDRO, CALIFORNIA
By DAVE BRIGGS, FRED EKLUND, FORD LYNCH, BOB RUFF

Introduction

During the school year of 1946-47, the boys' physical education teachers at Dana Junior High School decided to revise their marking system. After this was done, further revisions of a minor nature were made the following year when our principal requested a written statement of the marking system from all departments of the school. This paper includes a brief background of the work done in revising our marking system and a complete copy of the present marking practices in the boys' physical education program.

Background

The principal of our school organized a committee, which represented the administration and various departments, to study our marking system, make recommendations, and bring from the various departments statements of their marking procedures for compilation into one statement which would be made available to the entire faculty. Mr. Ruff was the representative from the boys' physical education staff on this committee.

The principal initiated this study because there were indications that students of equal ability did not receive similar marks if they were in different classes; students changing from one teacher to another would find themselves faced with different marking procedures in the same subjects; pupils were often "in the dark" as to expectancies and how they were marked; and there was insufficient objective information in the office about marks earned by the pupils for purposes of consultation with parents.

The committee on marking secured from the chairman of each department written statements of each teachers marking system and the basis upon which the marks were determined. These statements were all reviewed critically by the committee at regular meetings over a period of several months. They were then returned, with the suggestions and criticisms of the committee, to the chairmen of the departments for further revision and final drafting. The committee reviewed these final drafts and made any additional comments which seemed expedient. The principal then reviewed the results with the chairman and particularly concerned representatives of each department. Any necessary additions and corrections were made and the reports were then combined into a unit. Copies of the final unit were sent to all teachers to be used in guiding the pupils to a better understanding of their marks and how they were earned. This also provided an objective reference for teachers, students, and parents together with a standardized marking system for each department of the school and a coordinated unit for the entire school.

Present Marking Procedures in Boys' Physical Education

A copy from the unit mentioned above of the section on marking in boys' physical education follows.

Subject Achievement Marks in Physical Education

Activity Mark—One mark is given for each seasonal sport. This mark is an average derived from skill tests and a subjective estimate of each boy as he participates in the activity.

Requirements for an "A":

1. Attain a high degree of skill in basic fundamentals.
2. Make a positive attempt to improve skills through enthusiastic practice of fundamentals taught.
3. Show a high degree of interest and effort in game situation and work well as a team member.

Requirements for a "B":

1. Attain a better than average skill in basic fundamentals.
2. Above average enthusiasm in practice of fundamentals taught.
3. Above average interest and effort in game situation.

Requirements for "C":

1. Attain average degree of skill in basic fundamentals.
2. Definite attempt to improve skills through practice of fundamentals taught.
3. Noticeable interest and effort in game situation.

Requirements for "D".

1. Make some positive effort to improve skill in basic fundamentals.

2. Ability to follow instructions and practice fundamentals taught within limits of his ability.
3. Play hard and cooperate even though exhibiting little skill.

Basis for an "F":

1. No positive effort in attaining basic skills in fundamentals.
2. Does not follow instructions.
3. Plays poorly, erratically, and exhibits no desire to improve.

Physical Achievement Mark — The physical achievement mark is an average of the tests on an accumulative record card used by the department.

* Expectancies are as follows:

EVENT	7th GRADE			
	A	B	C	D
Pull ups	8	6	4	2
Push ups	15	12	7	4
Burpees	12	10	8	6
Flexibility	0	2	4	6
Hop-Step-Jump	26	23	20	17
Circuit Bases	10.7	11.4	12.4	13.4

EVENT	8th GRADE			
	A	B	C	D
Pull ups	10	8	6	3
Push ups	25	20	15	10
Burpees	14	12	10	8
Flexibility	0	2	4	6
Hop-Step-Jump	28	25	21	18
Circuit Bases	10.6	11.2	12.2	13.2

EVENT	9th GRADE			
	A	B	C	D
Pull ups	12	10	8	3
Push ups	35	25	20	15
Burpees	15	14	12	10
Flexibility	0	2	4	6
Hop-Step-Jump	30	27	24	21
Circuit Bases	10.5	11	12	13

Gymnastics and Tumbling—One mark is given for tumbling and gymnastics.

Requirements for an "A":

1. Ability to perform 90 per cent of the exercises in the course of study with good form.
2. Leadership or willingness to help.
3. Alertness to safety precautions and as a spotter.

Requirements for "B":

1. Ability to perform 80 per cent of the exercises in the course of study with fair form.
2. Leadership and willingness to help others.
3. Alertness to safety precautions and as a spotter.

* (Editor's Note: The reader's attention is called to the fact that no allowances are made for physique groups who will undoubtedly be handicapped in these particular events.)

Requirements for "C":

1. Ability to perform 70 per cent of the exercises in the course of study with fair form.
2. Make a definite effort to learn all exercises taught and use time efficiently.
3. Awareness of safety rules and ability to spot.

Requirements for "D":

1. Low ability but tries very hard to learn exercises and increase strength and skill.
2. Awareness of safety precautions.

Basis for an "F":

1. Little or no effort to learn exercises.

Daily Exercise and Drill Tactics

Requirements for "A":

1. Perform as instructed with high degree of vigor and enthusiasm. Definite effort to improve posture, agility, strength, flexibility, balance, and organic vigor.
2. Learn at least one basic set of exercises and develop ability to lead class in it.

Requirements for "B":

Perform as instructed with above average vigor and enthusiasm. Make definite effort to improve posture, agility, strength, flexibility, balance, and organic vigor.

Requirements for "C":

Perform as instructed with reasonable enthusiasm and show interest in improving posture, agility, strength, flexibility, balance, and organic vigor.

Requirements for "D":

Work with reasonable enthusiasm and make some effort to improve posture, agility, strength, flexibility, balance, and vigor.

Basis for an "F":

Poor or lanquid work, no interest.

Health Habits

Requirements for "A":

1. Positive desire for cleanliness; body, teeth, clothes and hair. (Weekly check.)
2. Proper attire at all times.
3. Prompt care of colds and other communicable disorders and a conscious effort to prevent their spread.
4. Prompt care of all injuries and abnormalities.

Requirements for "B":

1. Positive desire for cleanliness; body, teeth, clothes and hair. (Weekly check.)
2. Not more than two unexcused improper attirements.
3. Prompt care of colds and other communicable disorders and a conscious effort to prevent their spread.
4. Prompt care of all injuries and abnormalities.

Requirements for "C":

1. Positive desire for cleanliness; body, teeth, clothes, and hair.

2. Not more than three unexcused improper attirements.
3. Proper care of colds and other communicable disorders and a conscious effort to prevent their spread.

Requirements for "D":

1. Spotty record of cleanliness.
2. Four improper attirements.
3. A little laxity in the care of colds, communicable diseases, and such.
4. A little laxity in the care of injuries, etc.

Basis for an "F":

1. Little or no evidence of interest in cleanliness.
2. Five or more improper attirements.
3. Laxity in care of colds or communicable diseases.
4. Laxity in care of injuries, etc.

Procedures for averaging the final mark—The marks for the above are averaged and the result is the final mark. For convenience in adding and averaging marks, and explaining the mark to the pupil and others, numbers are used to represent marks. This is done as follows:

Four equals an "A", Three equals a "B", Two equals a "C", one equals a "D", Zero equals an "F".

Subject Achievement Mark in Corrective Physical Education

Corrective marks are based on:

1. Knowledge of posture deviation for which student is in a corrective class.
2. Knowledge of exercises for correction of postural defect of student.
3. Interest shown in, and enthusiasm for, work in corrective class.

Subject Achievement Mark in Rest Physical Education

Students not on complete rest are assigned various duties related to physical education but not involving strenuous or active exercise. They are marked on the performance of their duty and the amount of interest and enthusiasm manifested in learning and practicing healthful living.

If a student is on complete rest, they are marked for lying down and resting. Activity on the part of those on complete rest lowers their mark.

Work Habits Mark

The department is in common agreement with the list of items under work habits as drawn up by the Marks Committee.[1]

Additional Items:

1. Clean gym suit, properly dressed for class.
2. Perform the exercises and skills to the best of ones ability.

Cooperation

Same as those recommended by the Marks Committee.

Appendix

Standards for marking character traits as recommended by the Marks Committee.

Work Habits

1. I get to work quickly without wasting time.
2. I budget my time in and out of school so that I can complete my work.
3. I understand the problem before starting to work.
4. I try my best before asking for help.
5. I concentrate on the work at hand, ignoring distractions.
6. I work neatly and systematically and keep my materials in order.
7. I make intelligent use of the class period in order to complete the assignment.
8. I make up work missed because of absence.

Cooperation

1. I do not disturb the class by unnecessary talking.
2. I take good care of my school books and other school property.
3. I obey cheerfuly all school and class rules.
4. I listen courteously to others when they recite.
5. In class I speak in a courteous tone of voice.
6. I work without disturbing others.
7. I accept cheerfully any duty or assignment that will help make the class a success.
8. I bring in objects, information, books, or materials of interest to the class.

[1] See appendix.

Apparatus

(Continued from Page 7)

activities are a definite part of their natural movements. Apparatus activities are not less defensible than games or dancing as far as being based on natural movements is concerned.

For a well-rounded program of phyiscal education, it is important that apparatus activities be included. Teacher training institutions which have neglected this phase of the program should reexamine their offerings in the light of recent bevelopments. An open-minded investigation may produce startling results.

HURDLE CHANGES AND HOW

KEN SANDBACH*
Gary, Indiana

A few years ago two drastic changes were made in high school track and field rules, which concerned the high and low hurdle races. In the high hurdles the universal height of 42″ was lowered to 39″. Secondly the 220 yard low hurdles were ruled out. That is, the distance was shortened to 200 yards with 18 yards between each hurdle, instead of the usual 20.

When these rules first came out, the author considered them nothing less than violent. In all his high school competition, both local and national, he never heard a word said against hurdle heights and distances. Certainly the record times of 14.5 and 23.5 at that time did not belie the ability of the average high school boy to skim over the college type of timber with ease and abandon.

There was only one rule which the author would say the official body had cause to change; that rule was concerned with the distance of the low hurdle race. They also erred slightly regarding this event. Instead of trying to conform to regulation college distances, they made a freak of the event. Those who thought of making the distance 18 yards between hurdles, instead of the universal 20, must have been puddle jumpers—not hurdlers. If the official body had only left the distances between the hurdles alone and shortened the distances of the entire race from 220 to 180 yards, they would have accomplished far more, and made the future much easier for the young high school hurdlers with regard to endurance in college competition. A 200 yard race is still too much of a race for the high school hurdler. Because of his age, it taxes his natural strength and endurance too much.

If they would restore the 20 yard distance between hurdles and shorten the total distance of the race to 180 yards the prep hurdler would be greatly benefited. He would have a comparatively easy event to perform in, one which would necessitate no change of form and striding when he went to college. All that would be necessary then, would be for him to build up his endurance for the 220 yard college route. While he is still growing and still in high school, why burn him out with a race that is too long?

Now we come to the high hurdle change, where (as previously stated in the article) the height of the hurdle was lowered 3″ and the distance of the race was unchanged. The author would have suggested just the opposite. Instead of lowering the hurdle for the 'low pocket' individual, he would have left the hurdle standard universal and shortened the race to 100 yards. Why handicap a good high school hurdler, so as to give the short-legged individual a false idea of his real ability when it comes to skimming over the higher college barrier later on in his career?

A sophomore in one of the state universities affords a good example of this; he was a 14.8 high hurdler in high school, but is just an also-ran in good collegiate competition at the present time. In other words, his legs are just too short to allow him to become a really great college hurdler. This boy's entire track future has been more or less curtailed, because of his success over the lower type barrier while in high school, a handicap which he will never completely overcome. If the hurdle had been left at the universal height and the distance shortened instead, there is no doubt that this boy would have been forced to switch to an altogether different event in high school and made good at that event in college. As it is, he is now experiencing a disheartening ordeal in his favorite event.

The author shares the opinion of other past college and university hurdlers, who believe that much better results could be obtained if the high hurdle was restored to its universal height of 42″ and the distance of the race shortened to 100 yards. Here again the endurance of the prep hurdler would be protected and his true hurdle form preserved for later college competition. After all, there are many other track events where the "low pocket" individual might excel. It just isn't fair to handicap the good high school hurdler by substituting hurdle measurements which conform to the advantage of his less fortunate competitor. What we should be after is the protection of a prep's endurance and hurdle form. This would assuredly suggest the shorter distances and not the lowering of the hurdles, where the least amount of energy is consumed during a race. It is in the streach that the prep is apt to overstrain and not the hurdle. Why blame the hurdle? Shorten the distance; make the hurdles universal in height, and your problem is solved.

The author agrees that the officials meant well in their desire to lessen any undue strain on the competing prep. However, he does feel and will continue to feel, that a much better change could

* Former high school interscholastic high hurdles world record holder. Holder of 60-yard world's high hurdle record for college and university.

have been effected, if a group of the world's leading hurdlers had been allowed to give their views and opinions regarding hurdle changes. Who knows more about hurdles, heights, distances, and hurdle races than the hurdler himself?

The writer competed in the hurdle races since he was fifteen years of age, and can truthfully say that these hurdle changes have made it necessary for the hurdler to alter his manner and style when he begins running college standards.

The author's viewpoint is this—if the boy can't clear the extra three inches in the high hurdles or stretch his stride two more yards in seven strides between the lows, he hasn't any business trying to be a hurdler. Why sacrifice good college material or future Olympic high hurdle prospects for the sake of the boy who can't make up the difference? It isn't fair to the talented boy in that particular event, not to mention the 'low pocket' individual who might have become great in college, had he taken up another event which suited his type of physique while he was in high school.

Throughout the writing of this article the author has tried to avoid cynicism and flat contradiction of other's opinions. He has no desire to belittle the opinions of other authorities regarding the effects of the rule changes. What he would like to do is to provoke a discussion by other leading authorities regarding hurdle heights and distances and the effect of the changes upon the aspiring prep hurdler. What are the benefits to high school hurdling; and what, if any, are the disadvantages which are carried into college competition as a result of shorter hurdle distances and lower hurdles?

The diagrams following show both hurdle races as the author sees them; as they should be arranged for the prep in high school competition. You will note that there are only eight hurdles present in each race.

The finality of this discussion is left to the good judgment of capable authorities, with the hope that something will be done regarding hurdle changes once and for all. Whether or not these ideas are adopted doesn't matter; we are interested in the welfare of the boy.

"Low Hurdle Race"

S H H H H H H H H F
20 20 20 20 20 20 20 20 20
180 Yards

"High Hurdle Race"

S H H H H H H H H F
15 10 10 10 10 10 10 10 15
100 Yards

WHAT IS YOUR PHILOSOPHY OF HEALTH AND PHYSICAL EDUCATION? . . . by W. J. Wittich

State Teachers College, LaCrosse

Place a X in the square before each statement if true and a O if false.

☐ 1. Teaching health by formalized discipline makes for good mind training.

☐ 2. Handle today situations that arise today, is good psychology.

☐ 3. Develop ways of thinking rather than what to think.

☐ 4. Failure in a course is usually caused by the lack of desirable concomitant learnings.

☐ 5. The teacher's health should be an example for the children.

☐ 6. The formation of good emotional habits can best be taught in the hygiene period.

☐ 7. In physical education, the desire to be fit for participation in sports is found to be one of the strongest motives for the observance of health rules.

☐ 8. Modern physical education is primarily concerned with "exercise," and should properly be termed "physical training."

☐ 9. Not only must physical education offer programs of activities which will promote physical development, but it must offer opportunities for self expression.

☐ 10. An individual grows and develops physically, mentally, morally and socially in proportion to his own self expression. That makes the new ruling in basketball which permits players to confer with the coach during "time out" period so stimulating to the growth of the players.

☐ 11. According to modern psychology, the function of education and physical education is to mould each child into the same form by one set process.

☐ 12. A skilled teacher can avoid the occurrence of plateaus of learning.

☐ 13. The great problem in physical education is to promote transfer of desirable learnings.

☐ 14. Accurate classification for participation in physical education depends largely on the arrangement of pupils' schedules by the principal.

☐ 15. Length of years of experience is related directly to improve teaching.

☐ 16. A course of study in physical education should emphasize a balance of the capacities of the pupil rather than narrow specialization in one type of capacity.

☐ 17. Integration is more preached than practiced in physical education classes.

☐ 18. Physical Education contributes to all the major and minor objectives of education as presented by the Educational Policies Commission.

☐ 19. Physical Education, regardless of the teachers, contributes to "the good life."

☐ 20. Teaching children boxing and using 6 and 8 year olds in preliminaries on boxing cards, is to be highly commended because of the educational, cultural and social values.

Curriculum

(Continued from Page 16)

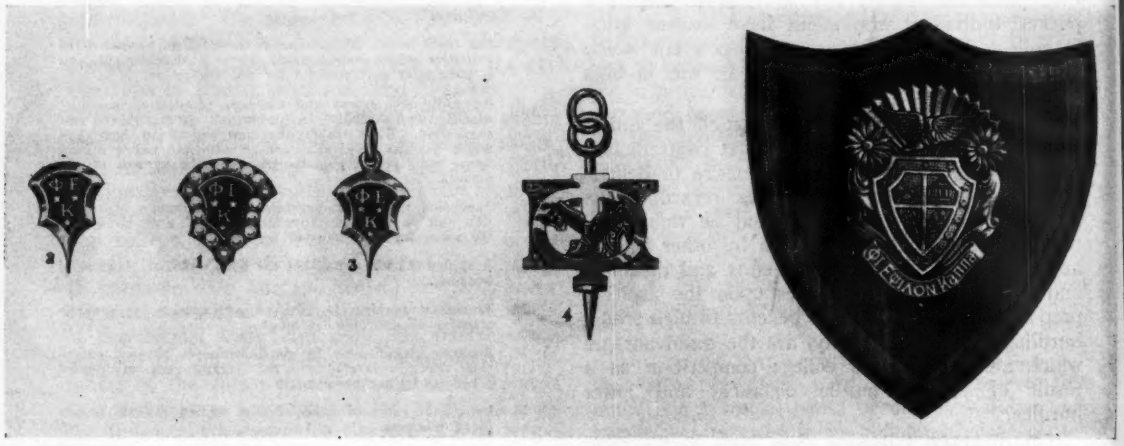
6. How can you develop a balanced mind?

The questions and statements listed under the various topic headings are quoted directly from the unsigned papers handed in at the first meeting of the class. Topic headings were made by the teacher after studying the pupil statements. Grouped in this manner these statements and questions can readily be developed into daily lesson plans.

The teacher will find that these questions and statements usually cover most of the material which she has already planned for the work of the semester. Because of pupil participation in curriculum development, the course assumes greater significance for them.

This is an example of cooperative planning by pupils and teachers, and is an illustration of how the curriculum may be developed from the needs and interests of the pupils of a particular class.

The same approach may be used successfully in planning a series of discussions, debates, a lecture, series of lectures, round-table discussions, or guidance session in social and mental hygiene.



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WHO'S WHO IN PHI EPSILON KAPPA

LAWRENCE B. CHENOWETH, M.D.

Dr. Laurence B. Chenoweth has been professor of hygiene at the University of Cincinnati since 1922 and director of the University's Health Service since 1929. He came to Cincinnati in 1920 as medical examiner. Before that he served briefly as instructor in hygiene and preventive medicine at Cornell University, Ithaca, N. Y.

Dr. Chenoweth was born in Baltimore, Md., August 24, 1891. He attended Baltimore Polytechnic Institute 1906-10, Johns Hopkins University 1910-14 (getting his A.B. there in 1914), and Johns Hopkins University School of Medicine 1915-19 (getting his M.D. in 1919). He also put in a summer of postgraduate work at Harvard University, Cambridge, Mass., in 1928.

In 1949 he served as president of the American College Health Association, after being elected a council member of the association in 1944. Other societies and groups of which he is a member are: American Medical Association (of which he is a fellow), Ohio Medical Association, Cincinnati Academy of Medicine, Acacia, social fraternity; Alpha Kappa Kappa, medical fraternity; Omicron Delta Kappa, national men's upper class honor society; Scabbard and Blade, national honorary military society; Cincinnati Torch Club; Ohio Student Health Association; and was National President of Phi Epsilon Kappa, 1936-1939.

The doctor is married and the father of two daughters and a son.

During World War I he served in the Student Army Training Corps (S.A.T.C.) Later he became a captain in the United States Medical Corps Reserve.

He is the author or co-author of a number of books, including: "Normal and Elementary Physical Diagnosis," "Community Hygiene," "Introduction to Personal Hygiene," "School Health Problems," and "Industrial Hygiene." Dr. Chenoweth is also the author of a number of scientific articles published in periodicals.

Phi Epsilon Kappa proudly adds Dr. Chenoweth to its Who's Who.

IMPORTANT NOTICE
INITIATION AT DALLAS

Following the precedent set at the National Convention in Kansas City, efforts are being made to initiate a number of Physical Education men at the National Convention of the A A H P E R at Dallas, Texas about April 20th.

If you know of a good prospective candidate who will attend the convention and who you would like to see become a Brother, please contact him immediately. Find out if he is willing to pay the initiation fee, dues and the cost of the Pledge Manual amounting to $13.50 and then send his full name, his address and his credentials so they arrive at the Central Office not later than April 8. This will give us just enough time to get his pin and certificate to Dallas for the initiation.

Please Remember the Deadline—April 8, 1950

BLACK AND GOLD NEWS

GOING TO DALLAS?

If you are, be sure to make yourself at home in THE FRATERNITY ROOM and by all means don't forget to attend the PRE-CONVENTION PROGRAM and BUFFET DINNER sponsored by Phi Epsilon Kappa. The program topic is "Public Relations, A Two Way Street" and here are the details.

TUESDAY, APRIL 18—4:00—5:30 P. M.

Room See *, Adolphus Hotel.

Open Meeting.
Sponsored by: Phi Epsilon Kappa Fraternity.
Chairman: Earl Vornheder, National President, Phi Epsilon Kappa, Winton Place School, Cincinnati.
Presiding Chairman: W. K. Streit, National Vice-President, Phi Epsilon Kappa, Board of Education, Cincinnati.
Summarizer: W. C. DeTurk, Vice-Principal, Roxborough High School, Philadelphia.
Symposium:

PUBLIC RELATIONS, A TWO WAY STREET.

1. Interpreting Physical Education to the School Administrator, Carl F. Trieb, Occidental College, Los Angeles.
2. What School Administrators and Boards of Education Expect of the Secondary School Physical Education Program, Aubrey Bates, High School Principal, Oceanside, California.
3. Teachers and Parents in the Public Relations Program, Elmon L. Vernier, Public School, Baltimore.
4. The State Director Interprets the School Program, Harley Robertson, State Department, Olympia, Washington.
5. The Administrator's Point of View in Public Relations, E. N. Dennard, Assistant Superintendent Public Schools, Dallas.

Report of National Study—"The Selection of Men Teachers in Physical Education." Aubrey Bates, Public Schools, Oceanside, California.

6:30—7:30 P. M. Parlor A, Adolphus Hotel.
Buffet dinner meeting for members of Phi Epsilon Kappa fraternity and their guests. Make reservations in advance with W. E. Streit, 216 East Ninth Street, Cincinnati 2, Ohio.

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* Note: The Phi Epsilon Kappa meeting will probably follow the McKenzie Memorial Lecture of the Academy in the *same room.*

REACTIVATIONS

THETA CHAPTER

On Saturday, December 10, 1949, Theta Chapter of Phi Epsilon Kappa was reactivated in a ceremony which was held in the Reception Room of the Union Building at the University of Wisconsin at Madison. National President, Earl Vornheder; National Vice-President, W. K. Streit; District Counselor, Edwin Hoppe; George Wolf of Milwaukee, Carl Sanger, and John Anderson of Wisconsin University and Robert Nohr, Chapter Advisor and charter member of the fraternity, participated in the event. President Vornheder took a leading part in the initiation administering the pledge and directing the various activities from the President's chair. The charge and lecture were given by Vice-President Streit, and the formal reactivation of the chapter was handled by District Counselor Hoppe.

Follow the initiation, officers were elected by the chapter. They are: Fred Lengfeld, President; Glenn Nording, Vice-President; Art Krueger, Secretary; Yoshio Yamada, Treasurer; Ralph Longergan, Sergeant at Arms; Samuel Rodich, Guide. President Lengfeld will appoint the historian-editor in the near future. Robert J. Francis, Faculty member, was initiated with the undergraduate and graduate students.

Theta Chapter was originally installed on February 9, 1925, and was one of our best chapters during the early years. However, with the advent of the Second World War the chapter became inactive until about a year ago when efforts were made through Robert Nohr to re-establish the chapter. This culminated in the final reactivation on December 10. The chapter officers met with the National officers following the installation and discussed plans for the future development of the chapter. There is every indication that Theta will be one of our healthiest chapters from the standpoint of activity as well as members, in the very near future. Brother Nohr is convinced that Phi Epsilon Kappa will fill a very real need professionally and socially among the men students on the campus.

W. K. Streit.

ALPHA DELTA

Through the efforts of Founder George Altman and Brother Frank Ballenger, Alpha Delta Chapter at Kent State University will be reactivated in the near future. You will get the details in the May issue.

EXPANSION

Members of the University of Buffalo Physical Education Majors Club, encouraged by District Counselor, Alpfred G. Andrews and the Buffalo Alumni Chapter, have sent to the Central Office the Petition for Charter with the signatures of sixty-one (61) candidates including five faculty instructors. The installation will probably be held in March and more news about it will be published in May.

STANDARDS FOR THE SELECTION OF BROTHERS CITED IN THE ARTICLES ON "WHO'S WHO IN PHI EPSILON KAPPA"

Members should know that the selection of Brothers who receive citations in the Physical Educator under the topic of "Who's Who in Phi Epsilon Kappa" is based on the following standards:

The selectee must

1. Have a national reputation.
2. Have made a national contribution to the profession at large.

3. Meet at least one Association Standard and one Educational Standard as determined by the six lists used as a standard for the selection. These lists are: Academy of the AAHPER, Academy Selection of 102 Leaders, Fellows of AAHPER. 400 Noteworthy Persons as Evidence in the Journal of the AAHPER. Who's Who in America, Leaders in American Education, and Who's Who in American Education.
4. Be a member in goodstanding of Phi Epsilon Kappa.

MEMBERSHIP REPORT

Dues Paid as of February 1, 1950

COLLEGIATE CHAPTERS

First: Mu ---------- 60
Second: Kappa ---------- 54
Third: Alpha Eta ---------- 46

Alpha	30	Upsilon	29
Gamma	32	Phi	19
Zeta	0	Chi	33
Eta	28	Psi	26
Theta	30	Alpha Beta	13
Iota	1	Alpha Gamma	13
Kappa	54	Sigma Alpha	24
Lambda	42	Alpha Epsilon	29
Mu	60	Alpha Zeta	43
Nu	21	Alpha Eta	46
Xi	32	Alpha Theta	31
Omicron	33	Alpha Iota	37
Pi	2	Alpha Kappa	0
Rho	33	Alpha Lambda	16

Total ---------- 757

ALUMNI CHAPTERS

First: Philadelphia ---------- 124
Second Cincinnati ---------- 85
Third: Detroit-Pittsburgh ---------- 45

Buffalo	37	New York	2
Cincinnati	85	Philadelphia	124
Detroit	45	Pittsburgh	45
Indianapolis	14	St. Louis	20
Los Angeles	11	Syracuse	21
Milwaukee	20	Unaffiliated	89
Missoula	3	Honorary	5
Newark	25		

Total ---------- 546

COLLEGIATE CHAPTERS ---------- 757
ALUMNI CHAPTERS ---------- 546

GRAND TOTAL ---------- 1293

1949-1950 INITIATIONS

As of February 1, 1950.

Kappa	38		
Theta	29	Lambda	11
Alpha Iota	20	Chi	10
Gamma	19	Rho	9
Omicron	19	Sigma Alpha	9
Mu	18	Nu	8
Alpha Theta	14	Detroit Al.	7
Alpha Beta	13	Pittsburgh Al.	6
Alpha Zeta	13	Syracuse Al.	2
Psi	12	Buffalo Al.	1
Alpha Eta	12	Missoula Al.	1

Total ---------- 271

ADDITIONAL LIFE MEMBERS

53. Edwin O. Hoppe ---------- Milwaukee Al.
54. Louis Roth ---------- Cincinnati Al.
55. Joe Statz ---------- Indianapolis Al.
56. Wm. A Nicolai ---------- Philadelphia Al.

This is disappointing. We expected several more.

Remember Brothers, the $3.00 you paid for 1949-50 dues applies toward the $50.00 Life Membership up to September 1, 1950 in addition to the credit you have of $1.00 for every year you paid National Dues before September 1, 1949. Your BASE CREDIT is listed on the pink LIFE MEMBERSHIP INFORMATION bulletin sent you in October. Add to this credit, one more dollar if you paid the 1948-49 dues and three ($3.00) more dollars if you paid the 1949-50 dues. Then subtract this total credit from $50.00 to determine the cost of your Life Membership.

For instance, Life Member No. 56, Wm. A. Nicolai, had a BASE CREDIT of $29.00. He paid the 1948-49 and 50 dues which gave him a credit of $4.00 more, a total of $33.00. He received his Life Membership on the payment of $17.00.

You may send your check either directly to the Central Office or through your chapter secretary.

OPEN LETTER

The contents of the following letter, received recently from Joseph Farrell, Alpha Eta 1942, is something to think about. Joe has been an active collegiate and unaffiliated member every year since he was initiated; even while in the service.

Dear Brother Romeiser:

I have been a member of Phi Epsilon Kappa, Alpha Eta Chapter, Manhattan College, since 1942. I had always been anxious to become a Brother and was very honored when I finally was accepted.

Upon returning to school after the war, Alpha Eta was reactivated and I was honored by being elected president of the chapter. I had big ideas, not only for Alpha Eta, but also for Phi Epsilon Kappa as a whole. Others in the chapter shared my views and we started a progressive program. Among other things we instituted the initiation ceremony as described in the Ritual. We started a placement service for P. E. majors. Not only for our Brothers did we have this service, but we extended it to include the whole School of P. E. We began an active campaign to prove that becoming a Brother was not only a privilege and an honor, but also to prove to the School the educational, moral, physical and social value of the chapter. Yes,—we had a rather successful year.

What I am driving at is this: I don't believe the majority of our Brothers realize that it is an honor to be a member; that the Fraternity can and will do much to improve the individual and also the whole field of Physical Education. Too many think that they are doing the Fraternity an honor by paying their dues. In reality, the monetary strength of the organization is a very small percent of the total strength. The individual strength of each Brother; a willingness to do for and improve the Fraternity as a professional family unit, working together as a well knit group, sharing each other's problems, giving assistance and guidance to one another;—all these things are what will make the Fraternity strong.

I am of the opinion that there should be certain minimum standards required of each chapter. I mean that besides the fact that a chapter holds an annual initiation, a few social affairs and monthly meetings, they should be doing something constructive in the field of physical education. Another thought is that problems which arise to the new physical education teacher should be sent in to the editor of The Physical Educator. Answers can be given to these problems by those who have solved them by former experience and thereby many could profit by the advice.

I do not believe that it would be asking too much to require each chapter to send in one or two articles a year to The Physical Educator. Possibly dates could be assigned to each chapter to assure a given number for each year. If each chapter would contribute just one article a year, and I think it would be a fine chapter project, Dr. Bookwalter would be aided to the tune of 28 articles a year or seven for each issue. This may be too many. Perhaps one good article every two years by each chapter would be sufficient.

There is a great need for close contact and working relations between the individual chapters and the alumi and/or alumni chapters such as the Cincinnati and Philadelphia Alumni Chapters are doing. Possibly some work in promotion towards the forming of new chapters in other schools would be a worthwhile activity. (Cincinnati and Buffalo Al. Chapters are setting us a good example.) There should also be more contact and a sense of working together between school chapters not too far distant from each other.

I sound possibly more like the idealist than the practical applicator. However, I am deeply concerned in seeing the Fraternity grow professionally as well as in numbers and I am ready and willing to work in whatever channels are consistent with the feelings of the Brothers.

Fraternally yours,
Joseph Farrell,
18 DeVoe Place, Hawthorne, N. J.

FOUNDERS' DAY

It is assumed that every Collegiate and Alumni Chapter will celebrate Founders' Day appropriately. This event is one of the traditions of the Fraternity and should not be overlooked.

Alpha Chapter was founded on April 12, 1913, at the Normal College, A. G. U., now of Indiana University, by

Alfred G. Almassey	Eugene Hofmeister
George Altman	George Lipps
Arlington Evans	Lawrence Molis
William Hansen	George W. Mueller
Alexander Harwick	Robert Nohr
Eugene Heck	John A. Schwarz
Gustav Heineman	Herwig Toeppen

Chapter Sponsors and Officers, please do your part.

LIFE MEMBER CARL A. GARNETT

Brother Carl A. Garnett was one of the 54 men initiated by Xi Chapter at the University of Wyoming last year. He is now at Colorado A & M, Fort Collins, Colorado.

On receipt of the form letter sent to all Brothers who did not return to school last September suggesting that they remain active as unaffiliated members by paying their 1949-50 dues, Carl wrote back, "How much for a Life Membership?" On the receipt of this information, he sent us a check for $49.00 and asked about starting a chapter at Colorado A & M College.

Our Fraternity Constitution contains a clause requiring the existence of a P. E. Majors Club for approximately one year before a chapter may be installed.

Last week, under Garnett's leadership the Colorado A & M Physical Education Majors Club held its first meeting with the view of being installed as a chapter in Phi Epsilon Kappa about next November, so that senior members who graduate in December can leave school proud to be members of the one and only national professional physical education fraternity.

Phi Epsilon Kappa has given Brother Garnett a unique opportunity to become a leader and an organizer and in turn he is doing a good deed for the Fraternity and the profession. This sort of reciprocity is really worth while.

AUBREY A. BATES

Brother Bates is the man who last year made a study on, "The Selection of Men Teachers in Physical Education" from questionnaires answered primarily by Phi Espilon Kappa Alumni members. He will give a report on this study at our Pre-Convention Program in Dallas and the report will very likely be published in a future issue of The Physical Educator.

On the statement for 1949-50 dues sent to the 96 unaffiliated June graduates who notified us that they will be active this year, we asked for information as to what the Brother was doing and anything else of interest.

Aubrey wrote, "I am now the principal of a high school of 600 individual personalities. I am trying to see and find out why administrators do not support P. E. with more vigor and enthusiasm. From this experience as a background, plus my coaching experience, plus my studies at U. C. L. A. for the degree of Doctor of Education, plus my dissertation study, I hope to become prepared to direct an excellent physical education teacher training program at some up and coming college or university in the not too distant future. Any leads?"

If anyone can give Brother Bates a lead, please write to him at 1650 South Alvarado St., Oceanside, Calif., and thanks to you.

PRINTING PLATE

Any chapter who desires to purchase a printing plate of the Fraternity crest for $2.00 please send your money with the order. We now have an etching from which the electro is made. If the size illustrated is not to your liking, let us know what you want and we will have it made for you.

CHAPTER NEWS

XI (University of Wyoming)

XI Chapter at the University of Wyoming has planned the following program for the coming year and also for the years to come.

The Chapter is to sponsor annually an all physical education picnic to which all majors and minors are invited to attend and to bring a date. All freshmen at this picnic are to be required to wear a green beanie, which, we hope, will soon become a tradition all over the Wyoming Campus.

XI has sponsored a city bowling team from our members and at this time we are among the leaders. We also plan on having a private tournament so that we may crown a fraternity champion. Last year this champion was our outstanding personality, John Kosich.

We have also sponsored a team for intramurals from members who are not out for athletics or belong to no social fraternities. We are thus giving these members training they can use when they go out into the profession.

Our chapter has outlined plans for choosing the all-around athlete by means of testing. A person may start as a freshman and win one or two top performances and finally as a senior win this award, as these are cumulative.

XI Chapter sponsors an award for the outstanding sophomore physical education major who is chosen by the sophomore class adviser and members appointed bv Phi Epsilon Kappa. Last year's winner was Donald Hinkle, who is now a member of this chapter. This award is known as the John Corbett Award and is to be given at the honors assembly each spring.

Our agenda for the coming year also has plans for a spring banquet and the purchasing of equipment such as filing cabinets, gowns, bowling shirts and awards.

Clarence Mercer, Secretary-Historian.

CHI (Occidental College)

The officers elect, who begin their term on February 1, with their sponsor, Dr. Carl F. Trieb, are planning a meeting for the immediate future to read and discuss the contents of the revised Constitution and the Officers Handbook.

The following program, subject to minor changes, will follow for the next year.

January 10,—7:30 p. m.
1) Vote on eligible candidates for membership—consisting of eleven upper division students.
2) Discuss and plan for a future water carnival to be held in October.

February 14,—7:30 p. m.
1) Pledging ceremony.
2) Discuss the advisability of sending delegates to the state conference of the California Association for Health, Physical Education, and Recreation to be held from the 2nd to the 4th of April.

March 14,—7:30 p. m.
1) Vote on eligible sophomore II candidates for membership.
2) Plan and discuss future project.

April 11,—7:30 p. m.
1) Active ceremony for the eleven upper division pledges.
2) Plan for a social event to take place in May.

May 9,—7:30 p. m.
1) Make final preparation for the water carnival to be given the second week of school in October.
2) Make final arrangements for the social event to take place on the 19th of May.

——summer vacation——

October 10,—7:30 p. m.
1) Meeting mostly concerned with the water carnival.

November 14,—7:30 p. m.
1) Active ceremony for pledges.
2) Plan for a dinner-dance to take place in December.

December—dinner-dance.

Fred F. Wadsworth,
Secretary of Chi Chapter.

ALPHA IOTA (Miami University)

A four column headline, "Phi Epsilon Kappa Promotes Physical Education" was the title of an article in THE MIAMI STUDENT which told the students of Miami University, Oxford, Ohio, about Phi Epsilon Kappa in general and Alpha Iota Chapter in particular. Among other things, the article states that,"

> The purpose of the fraternity is to promote physical education on the campus. During the pledge period and following it, the gym men raced into action. They sponsored the annual award for the most outstanding basketball player of the year and presented the athletic show and swimming meets last year. The basketball programs were also part of the Phi Epsilon Kappa movement.
>
> Last year's activities set the spark for continued effort. Plans for the future include the creation of a course on the Miami curriculum for game officials. The basketball trophy award to the best player idea would liked to be extended to all sports. The course for officials has already been set up for members of the fraternity.

GAMMA (Temple University)

Some of the boys stayed up all night for Homecoming in order to prepare Phi Epsilon Kappa's float for the Homecoming Parade. Their efforts were well rewarded. Phi Epsilon Kappa was awarded the Grand Prize for having the best float in the parade.

Errand night was held Friday, December 2, (and Saturday morning), at Morris's farm in Revere Penna. The initiation was highly successful with over twenty pledges being processed, and we mean processed. Gamma chapter expresses its gratitude to Roy Morris for his hospitality and wishes to thank those members of the alumni chapter who helped to make this occasion a success.

Alumni Homecoming was a great success due to the fine turnout of Physical Eds. and their guests. The program was highlighted by the honoring of Gus Heineman by his former students and friends. The entire group stood in tribute to our brother, colleague and teacher. Φ E. K.'s part in the program was handled very nicely by our President. It was his privilege to present the Richard Conrad Memorial Award to Brother Erle Ehly. Brother Gentile made the presentation to Brother Heineman.

PHILADELPHIA

An all-time membership record is credited to the Philadelphia Alumni Chapter. It now stands at 124 members. Bob Iaradiso hopes to make it 135 before the end of the year.

Charlie Reosser is chairman of the National A. A. U Swimming Committee.

Tony Roesser was again elected Vice-President of the National A. A. U.

Christmas Party

Hats off to Bob Coates and his committee and non-committee members who took part in the planning of the 1949 Christmas Dinner which was one of the best ever.

Almost everyone was there, including old Saint Nick (Art Mortensen) himself. There were so many prizes and favors that Santa Claus had to provide each brother with a shopping bag to carry the loot home. There were almost as many door prizes as brothers. What a crowd! Over 75 brothers attended. Principal Andy Haines of Olney High was called upon to play the piano and lead group singing. Believe it or not the boys were in good voice. But—That's really putting the guests to work, eh Bob?

The guest speaker for the evening was Temple's Football Coach Al Kawal. Al promised better teams for Temple if we as coaches and alumni steer our better players Temple's way.

Art Mortensen and Bill Reichelt gave us their version of Schnitzelbank.

Art Gentile presented a dissertation on the merits and/or shortcomings of all the brothers present.

Manning Harvey won the first door prize. Two season tickets to Temple's 1950 football games.

All the leading sports stores in the city contributed door prizes.

Active Night

Those who attended Active Night at Temple made up in enthusiasm what they lacked in numbers. The Gamma boys turned out twenty strong to show us old ducks how to play. They thought we would be push-overs. They were all set to lick the old men at any and all activities. However, due to the fine work of the timers, Ehly and Becker, the referee, Art Colley, and the fine play of Kouston, Nackoney, Shaffer, Conrad, Logan, Drozd, etc., the alums were able to trounce the Gamma boys in the basketball game by the decided margin of one point. The Volleyball game also showed a victorious alumni team. Gamma President

Ed Veith said that the Active chapter would be pleased to supply the officials for the various games next year.

The card games were rather quiet, they lacked the usual incentive to beat the old master—Doc Zwarg. The activities on the gym floor were followed up by a swim, after which the boys adjourned to Turners for bowling and refreshments. Patterson was the bowling flash—(thanks for the plug Roy). Harry Nelson had better practice up for the tournament next Spring.

DETROIT

The Detroit Alumni is on the beam this year even more than last. Out for new blood they initiated seven of ten prospective candidates. The other three with perhaps more will be taken in later.

Detroit's Christmas Party was held at Ronald Patterson's home. Thirty-one members were present. Singing, cards, darts, Santa, food and plenty of drinks added up to a good time. They were still rolling at 2 A. M.

ALPHA ZETA (Boston University)

Alpha Zeta really goes all out to secure jobs and information about jobs for its members. In preparation for their annual discussion concerning job opportunities at the February meeting, Secretary John Lucas wrote a number of letters to key points seeking information on this subject.

DIRECTORY CHANGES

CHI, 1931—Occidental College, Los Angeles 41, Calif., *Sp.* Carl F. Trieb, *P.* Ed. Harper, *V. P.* George Goff, *S.* Fred Wadsworth, *T.* Dick Theriot.

THETA, 1925—Room 210 Educational Bldg., University of Wisconsin, Madison 6, Wisconsin. *Sp.* Robert Nohr, *P.* Fred Longfeld, *V. P.* Glenn Nording, *S.* Art, Krueger, *T.* Yoshio Yamada.

CHANGE OF ADDRESS

Don't forget to send yours to the Central Office.

RECENT ARTICLES

Bunn, John W., "Why Give Conditioning Exercises For Basketball," *The Athletic Journal,* 30:4, December, 1949, pp. 6, 35-37.

Bunn identifies conditioning as the building of muscle coordinated with strength, and endurance as related to the heart and circulatory power. It is the author's contention that you must build up greater strength and endurance in the athlete, than is necessary for the activity itself. To do this the theory of overloading must be applied. This process creates a reserve which may be tapped in an emergency.

Four rapid fire conditioning exercises advocated to bring about the desired result include: spot running for one minute and forty seconds, sit-up's for two minutes, push-up's for thirty seconds, and the squat jump for thirty seconds. The total time involved for actual work is around ten minutes and should not exceed fifteen minutes. As advocated by Bunn the exercises should always be given at the end of basketball practice.

Bunn achieved remarkable results with this method of exercise when it was first used on the Springfield College squad. Evidence of superior training and conditioning manifested itself after the exercises had been followed for a period of thirty days.

Dale A. Lewis

Craig, Marjorie L., "Absenteeism in the School Health Program," *Journal of The American Association for Health, Physical Education and Recreation.* 20:10 December, 1949, pp. 638-639, 676-679.

The author studied the use of absenteeism records in improving the school health program and in stimulating the interest of parents, teachers, administrators, and the children themselves.

Health record cards kept by the California State Department of Health were used as a basis for this study. There were 8,000 children considered. About 600 were 11 years of age and under. The ratio of boys to girls was equal. The economic status of the groups considered was on a par with that of the average community.

The results of the use of these records indicated an increased interest and active participation in the entire school health program. Teachers felt that reasons for absences were more accurately reported, thus furnishing valuable information about individual and group problems. Principals felt that there was a better relationship between teachers, pupils, doctors, nurses, and parents, also that there was better opportunity for follow-up study.

One of the most important derivations was that teachers were more able to take positive personal preventive action.

Armond H. Seidler

Johns, Edward B. Three Current Administrative Problems in Health Education. *Journal of School Health,* 19:10 (December, 1949), pp. 271-276.

This is a paper which was presented to the Administrative Committee, California Branch, American School Health Association, January, 1949.

The author starts with the premise that the modern health education administrator is concerned with a program designed to provide optimum health for each child. He recommends the use of professional study committees for best results in solving administrative problems, followed by group sharing of ideas, and group discussion.

The article attempts to present the answers to the following questions:

1. Who shall administer school health services?
2. Who shall administer school health departments?
3. Who shall administer physical education departments under boards of education?
4. Who shall administer health education (or health instruction) programs in public schools?

In attempting to present the answers the author

begins with a discussion of four principles which he feels are vital. They are: 1. power (or authority), 2. responsibility, 3. budget, and 4. cooperation.

The major responsibility and the basic administrative function should be placed under the board of education. Both the health education department, under the board of education, and the local health department must engage in cooperative planning to insure a coordinated program.

Dr. Johns points out that there is usually not just one way of solving a problem, and likewise, that there is no fixed, or right way to organize or administer a health education program.

School health services are better administered under boards of education with the health education department assuming the major responsibility and working with the health department.

C. O. Jackson

Johns, Edward B. Three Current Administrative Problems in Health Education. *Journal of School Health.* 20:1 (January, 1950), pp. 1-6. (Continued from December, 1949.)

In answering the second problem, "who should administer the school health department" the author re-emphasizes the fact that there is no best answer. In large systems the needs are best met through a separate health education department; in a small or medium sized school, a department combining two or more fields such as health education and physical education, or health education and science may be the answer. In any case, the person in charge should be the best prepared and best qualified individual available.

Areas of health education and physical education are related, but not identical. However, further effort is needed to coordinate the functions of both these areas, rather than to separate or divide them.

The solution to the third problem, "who shall administer the physical education department" and "who shall administer the program in health education" is again a matter depending on the size of the school, and how it is organized. Many physical educators are not adequately trained in health education, but if this were remedied, they would be the logical persons to take charge.

Health instruction should be the responsibility of the school, and not the public health department. Furthermore, there must be cooperative relationships between these two groups, and among the subject matter areas and their teachers for the best results.

Normally, the health instruction division is best administered by the health education department, where one exists, and this would bring together health service, healthful school living, and health education instruction.

Dr. Johns closes with emphasis on working together in a democracy, on cooperation and correlation between all persons interested in improving the health of boys and girls, and the recognition and acceptance of responsibility by all concerned for making changes and improvements wherever necessary.

C. O. Jackson

Johnson, Ralph H., "Selection of Men Students for Professional Training in Physical Education," *Research Quarterly,* 20:307-15, October, 1949.

Catalogs of the 227 schools listed by the AAHPER as offering a four-year curriculum in physical education were examined to determine the procedures employed in selecting physical education major students. All of the schools required an official application blank, graduation from an accredited high school, and an official transcript. Other common selection procedures included a specific number of high school credits, a medical examination, specific high school subjects, and recommendation of the high school principal.

A check list was sent to each of the 227 schools. The 141 replies indicated that only fifteen percent of these schools considered their programs of selection complete and adequate.

Thirty-four outstanding educators (administrators or selection authorities) then rated 46 pre-admission selection practices, classification tests, and in-training selection procedures. The following pre-admission practices were considered most essential for an adequate program: graduation from an accredited high school; moral character; high school English; and high school science. Classification tests thought to be most important included a medical examination, performance test in physical education, mental or psychological tests, speech or voice tests, and information tests in physical education. The following in-training selection practices were rated highest: college scholarship standards; continuous guidance; personal interviews; physical competence standards; orientation courses; and social competence.

Henry J. Montoye

Kay, Hector W. and Peter V. Karpovich, "Effect of Smoking upon Recuperation from Local Muscular Fatigue," *Research Quarterly,* 20:250-56, October, 1949.

Fourteen male subjects (habitual smokers) squeezed a hand dynamometer at 10-second intervals for a period of four minutes. A rest period of five minutes followed, after which the dynamometer was squeezed three final times to determine the degree of recovery. This procedure was repeated a second time with each subject. During one of the five-minute rest periods (selected at random), the subject smoked a cigarette; during the other rest period, a placebo was smoked. The results indicated that "the smoking of one cigarette by habitual smokers had no effect on recovery from local fatigue of the flexors of the hand."

Henry J. Montoye

Kilander, H. F. Trends in Health Education in Secondary Schools, *Journal of School Health,* 19:9 (November 1949), pp. 237-245.

While a school health program is nearly always organized into three parts, school health service, healthful school living, and health instruction, this article deals primarily with the last one. Dr. Kilander points out that health instruction, or health education is thought of as "teaching us how to live healthfully." He points out that this means opportunities to make wise choices; to form health habits and health attitudes based on scientific knowledge of health and disease; and to assume increasing responsibility for one's personal health.

The trends, as the author sees them, are classified under five main headings, Guiding people to do for themselves what is desirable for their own health, enlarging the scope of health instruction, special health courses in secondary schools, better teacher preparation for health instruction, and greater cooperation by national, state, and local groups in the school health program.

Some of his conclusions are: improving health is more a problem of education and less a matter of legislation and sanitary engineering.

The ten major areas of health instruction on the secondary school level are: personal living, community living, sanitation, nutrition, physical activity, safety education, first aid, emotional and social health, education for family living, and occupational or industrial health.

The pupil, as he matures, needs a thorough understanding of the facts underlying desirable health behavior.

Integration is desirable, but health facts and skills need more than casual or incidental consideration. The emphasis is on giving special courses in health education with credit, but this does not eliminate the desirability of trying for integration in other courses.

Many workshops in recent years, plus a number of national conferences have resulted in setting up curricula for the training of teachers in health education, as well as in-service training for all teachers.

There is renewed awareness of the desirability of having school and community health councils, and this has crystallized in the organization of such groups in many areas.

As a summary, Dr. Kilander mentions that mortality and morbidity statistics show a downward trend for communicable diseases, and an upward trend for the non-communicable. This means a greater need for individual understanding and more personal responsibility for correcting and improving the situation. The major trends in health education programs reflect this change in emphasis.

C. O. Jackson

Manley, Helen, "In-service Training of Physical Education Teachers," *Journal of the American Association for Health, Physical Education, and Recreation.* Vol. 20, No. 9, 570-622, November, 1949.

The two prerequisites in implementing any in-service program are:

1. The administrator of this program must have the highest respect, personally and professionally, of each of the teachers.

2. The supervisor must be free to use a variety of techniques, and must not be forced to rate teachers for promotion in pay or rank.

The adjuncts to a good program of in-service training are listed as follows:

1. There should be definite objectives in the physical education department.

2. A course of study should be formulated by the teachers.

3. There should be a library of books, music, and films accessible to the teachers.

4. The philosophy of the department should be such that it brings happiness and satisfaction to the teachers.

The most effective techniques used in an in-service training program in physical education are:

1. Supervisory visits in which careful observation is supplemented by individual conferences.

2. Teacher Conferences and Meetings:
   a. General faculty meetings.
   b. Individual conferences.
   c. Teacher inter-visitations.
   d. Demonstration meetings.

Rating charts of various types may be used to evaluate teaching and must be applied to each teacher as subjectively as possible.

Educations' greatest need is improved leadership. Teacher training schools should use careful screening to avoid flooding schools with poorly qualified teachers. In-service training can help overcome this obstacle.

Armond H. Seidler

Maravich, Press and Boris Belpuliti, "Does the Visiting Team Have a Chance," *The Athletic Journal,* 30:4, December 1949, pp. 32-33.

While the difficulty encountered by the visiting team may not seriously impede the game of basketball, nevertheless if unchecked it will not enhance the future of the sport. This apprehension, along with the unexplained reasons underlying the related condition, prompted a study which aimed to determine to what extent the site of a basketball game affects the outcome of the game. A questionnaire-survey type of study was undertaken by the authors, both recognized as authorities on basketball in West Virginia.

The questionnaire was sent to leading coaches, officials, and sports writers. A review of the replies showed that of the twenty-four questions on

the questionnaire, seven were deemed responsible enough to merit moderate to major significance.

In order of importance the first four included: non-uniformity of rule interpretation, thus placing a handicap on the visiting team; a large number of games may have a physical effect on the players; the varying size of playing courts has an effect on team performance; a lengthy trip may have a physical effect on some players. Interestingly enough, in seventh place, was the idea that high partisanship of the crowd, worked against the visitor and for the home team. There also was a wide variation in the answers received from coaches, officials, and sports writers with respect to their individual impressions on the subject.

Dale A. Lewis

Slater-Hammel, Arthur T., "An Action Current Study of Contraction-Movement Relationships in the Tennis Stroke," *Research Quarterly,* 20:424-31, December, 1949.

By means of a Teledeltos Polygraph, simultaneous records of arm movements, contact of the racket with the ball, and action currents were secured during a tennis forehand drive shot. In securing the results, five subjects were used and three hundred records measured. The muscles studied were as follows:

short head biceps brachii
long head biceps brachii
lateral head triceps brachii
long head triceps brachii
anterior deltoid
medial deltoid
posterior deltoid
latisimus dorsi
pectoralis major

Of these, only the pectoralis major, anterior fibers of the deltoid, and biceps were observed to contribute to acceleration of the driving arm. In most subjects, all of the muscles studied contracted during the follow through.

Although results were consistent for one individual, there was considerable variation among the five subjects.

Henry J. Montoye

Twining, Wilbur E., "Mental Practice and Physical Practice in Learning a Motor Skill," *Research Quarterly,* 20:432-35, December, 1949.

For the purpose of studying the difference in learning a motor skill through mental practice as differentiated from physical practice, thirty-six college men were divided into three groups of twelve subjects each. Group one threw 210 rings at a wooden peg in a ring-tossing test on the first and on the twenty-second days with no practice in between. The subjects of group two did the same but in addition practiced throwing 70 rings each day from the second through the twenty-first days. Group three, from the second through twenty-first days, substituted fifteen minutes of daily mental practice for the physical practice performed by group two.

The improvement for group one was 4.3 percent ($t=0.83$ for difference between means), for group two 137.3 per cent ($t=6.44$), and for group three 36.2 percent ($t=3.8$), where $t_{0.01}$ is given as 3.1.

From these results, the author concludes that "both mental and physical practice under the conditions of this experiment are effective in facilitating the learning of a simple motor skill."

Henry J. Montoye

BOOK REVIEWS

Oliver E. Byrd. *Health Instruction Yearbook.* Stanford, California: Stanford University Press, 1949. 276 p., $3.50.

This is the seventh annual edition of what has come to be a "must" for all individuals working or interested in the field of health education. The present issue was based on selections from 1,643 articles, and represents a condensation of 255 articles from 80 different periodicals or reports. Most of the reports came from the Congressional Record, the Journal of the American Medical Association, and the American Journal of Public Health.

Some idea of the coverage provided in this excellent publication may be gained by listing the contents. These include: Health as a social accomplishment; Health as a social problem; Nutrition and Health; Excretion and Health; Exercise and Body Mechanics; Fatigue and Rest; Mental Health and Disease; Heredity and Eugenics; Infection and Immunity; Chronic and degenerative diseases; Habit-forming substances; Care of special organs; Safety Health and Physical Environment; Health service and facilities; Family health; School health; Occupational health; Community health services; International health; and Trends and possibilities.

A comprehensive bibliography is provided, followed by an alphabetical list of sources, an author index, and a subject index.

In addition to being printed on dull paper, in larger than ordinary type, each chapter has a short summary of the main facts to be found there. This "Reader's Digest" in health education may be secured at a reduction, if an order is placed on file for annual delivery.

Dr. Byrd is to be congratulated on providing the profession with an annual contribution of this caliber!

C. O. Jackson

Evans, Ruth and Leo Gans, *Supervision of Physical Education,* McGraw-Hill Book Company, New York, 1950. 293 pp. $3.50.

The purpose of this book is to present a consistent philosophy for supervision in physical education, to analyze its techniques, and to evaluate the use of desirable practices. The book is a cooperative result of an experienced supervisor of physical education and an equally experienced secondary school administrator.

Starting with a few basic principles the problems of teacher selection, organizing supervision, visitation and intervisitation, conferences and meetings, demonstration teaching, use of bulletins, and professional improvement of teachers are discussed in detail and with physical education as the background.

The problems unique to the elementary school level are outlined. Similarly, supervision in the secondary schools is discussed. Course of study construction is shown to be a function of supervision. Evaluation in and of supervision, counseling through physical education, and the supervision of student teaching are separately treated.

The supervisor's qualifications, the management of his office, and his place in the community concludes the text proper.

As a teacher for 20 years of the "Supervision of Physical Education" this text comes as a welcome and rather appropriate guide for his graduate students.

Karl W. Bookwalter

Fisher, Hugo, Dean R. Shawbold, and Paul R. Wohlford, *Individual and Dual Stunts,* Burgess Publishing Company, Minneapolis, 1950 (160 cards with pictures and descriptions). $2.50.

The 160 cards (5″ x 4¼″) are enclosed in a cardboard packet and accompanied by a detailed index. The stunts are both individual and dual and are suitable for both sexes.

Types of stunts include balance, support jumps, walks, backbends, vaults, chalk reaches, inverted stands, wall, chair, wand, ball, bottle, broom, lifts, combatives, and carry exercises. They vary from simple to difficult and offer a wealth of material for schools camps, Y. M. C. A.'s., scouting, playgrounds, and private social gatherings.

The pictures are clear, helpful, and accompanied by necessary description. Since each card is numbered, selected lists may be pulled for special functions and later readily returned to the file. The set should be quite functional to leaders and participants.

Karl W. Bookwalter

Mitchell, Viola, and Ida B. Crawford, *Camp Counseling.* Philadelphia: W. B. Saunders Company, 1950, 388 p. $3.25.

From the front cover, depicting two hikers pausing to look ahead, through the action-packed pages that follows, the reader runs the gamut of every conceivable experience a camper or outdoors person might have! And while the net result is the addition of much information to one's background, it also is responsible for the feeling of nostalgia which soon merges into a great eagerness for the camp seasons ahead!

The two authors combine much experience and talent in creating this book, and one of them, Miss Crawford, is also responsible for the many splendid and unusual illustrations which are found on almost every page. They call their book "an illustrated book of know-how for the camp worker" and state that it is designed to meet the needs of students studying camp leadership, prospective camp counselors, counselors in precamp training experiences, counselors on the job in camp, and camp directors carrying on programs in-training. Specific suggestions for making the best possible use of the text are listed.

The book itself is divided into four parts, the history and objectives of camping, the camp counselor, camp activities, and campcraft and woodcraft. While all chapters appear to be well-written, two of them appear to have special appeal to persons interested in becoming better counselors, or those interested in training counselers. These are the chapter on the counselor, which discusses the job, some "on-the-job problems," and understanding and helping problem children; and the one on camp activities. This covers almost everything from planning the program, through dramatics, music, writing, arts and crafts, story telling, nature in camp, aquatics, and spiritual life. The last section covers sixteen chapters, and is one of the most complete, yet condensed sources of material on campcraft and woodcraft found anywhere.

The outstanding part of the entire book is the set of self-evaluating scales for the counselor to use, not only in measuring the effectiveness of his program, but also in rating himself.

As complete as the book is, it might be improved with summaries and questions at the end of each chapter, especially where the book is to be used as a class room text. The reviewer also was unable to find any emphasis on rhythms as a phase of the camp program, something which seems to him to be just as important, if not more so, than such matters as creative writing.

All in all, the authors have created a book which is a veritable mine of information, which reads almost like fiction, and yet which is documented and well-illustrated throughout. A comprehensive bibliography, a directory of organizations associated with camping, and an index conclude the publication.

C. O. Jackson

2

THE PHYSICAL EDUCATION WORKSHOP ON CURRENT PHYSICAL EDUCATION PROBLEMS

St. Marys Lake Camp, November 17-19, 1949

Sponsored
by
The Michigan Association for Health, Physical Education, and Recreation,
and the State Department of Public Instruction

General Summarizer
Dr. Randolph W. Webster, Professor in Physical Education,
Michigan State College

GENERAL SESSION, THURSDAY EVENING, NOVEMBER 17.

The Workshop Conference was opened by Miss Gladys Ferguson, President of the Michigan Association for Health, Physical Education and Recreation, who discussed the purposes and plans of the meetings to follow.

This was followed by a symposium on current problems in physical education by the following specialists representing various educational areas:

Fred V. Hein, Consultant in Health and Physical Fitness, American Medical Association, Chairman.
Ann Finlayson, Supervisor, Health and Physical Education, Kalamazoo Public Schools.
Dr. Kenneth Altland, Michigan State Health Department.
Isabelle Crane, Teacher Training, Western Michigan College.
C. J. VanDalen, Coach and Physical Education Teacher, Midland Public Schools.
Robert Miller, Principal, Sturgis High School.
Mary Blair, Special Education, Michigan State Health Department.

The essence of this discussion was that teamwork is necessary if proper approaches are to be made to the solution of the problems in health, physical education and recreation. This means the cooperation of everyone, teachers, administrators, pupils, school board members, parents and others is needed; all must be earnest and diligent workers. Organization in any endeavor or project is necessary, but the important thing is the effort put forth and the cooperation given by the grassroot workers.

Problems listed below were deemed as important ones to be solved if the existence of the general field of physical education is to be justified, defended and perpetuated.

1. Community-wide approach to general problems.
2. Learning better and more efficient ways of working together.
3. Adjusting the program to local needs.
4. Providing opportunities in a normal program for the handicapped children within their capacities.
5. Helping children to understand their achievements and capabilities.
6. Relationship between the medical society in the community and physical education.
7. Organization and program planning so that every child may find success and satisfaction.
8. Developing public understanding and interest.
9. Pre-service and in-service training.

GENERAL SESSION, FRIDAY, NOVEMBER 18.

Miss Ferguson opened the morning session with general announcements and discussion of plans for the rest of the Conference.

Members of the Conference were divided into discussion groups according to their own interests. Topics decided upon for study and discussion were:

1. Elementary Education Programs—Augustus Harris, Chairman.
2. Teacher Education—Thelma Bishop, Chairman.
3. Curriculum Planning for Physical Education Program — Eloise Williams and Lawrence Sweeney, Co-Chairmen.
4. Health Instruction—Mary Lou Monahan, Chairman.
5. Extra-Curricular Activities—Howard Leibee, Chairman.
6. Testing, Measuring and Evaluating—Floyd Stacum, Chairman.
7. School-Community Recreation—Ruth Doty, Chairman.

These groups were in session both morning and afternoon, and their meetings were summarized as follows:

Elementary Education Programs: Each individual member of this committee presented their own teaching needs and their specific problems. An outline was formulated on the phases of the program which were expected to be covered and the fact was stressed that specific subject matter should come from recognizing the needs of the children.

Actual materials discussed were: creative rhythms, social dances, folk and square dances, games of low and high organization, recreational

and co-educational, and games used as intramural activities.

Suggestions and recommendations made by this group were:

1. That co-recreation be given throughout the grades.
2. That the physical education teacher should help the classroom teacher.
3. That the way to get the administration to see the value of girls' physical education is by giving demonstrations of programs, meeting children's needs and by interpreting program to parents, other teachers and even children.
4. That skills should be taught, as actual skills, in relays with moderation so that winning is not always of prime importance.
5. That training schools should help classroom teachers by requiring methods and materials in physical education.
6. That teacher training institution should train teachers for a 12-month job. This does not necessarily mean staying in the same field for 12 months.

Teacher education group: 1. Recommends re-emphasizing and the publicizing of the national standards of physical education to all teachers in health, physical education and recreation, and to administrators.

2. Suggests the following follow-up activities with graduates by physical education teacher training department.

a. Group meetings of first-year teacher, superintendent, and a member of the staff of Education Department. Report on outcomes should be made to the department.
b. Visitation of first-year teacher by members of the department.
c. News letters from the department to alumni.
d. Visitation of own graduates programs and special events.
e. Extension courses, clinics, and work-shops.

Curriculum planning for physical education program, Men: General impressions given by this group were:

1. That program planning is difficult because of pressure of winning teams.
2. That the physical education man should make his particular contribution to the total general education program.
3. That the junior high school program should be exploratory in character so that pupils can become acquainted with many phases of the physical education activities.
4. That the teacher should recognize that boys narrow their physical education activities to athletics in the senior high school.

They believe that the fundamentals of program planning are based upon:

1. A philosophy developed for the level of participation.
2. A careful perusal of the elementary school program.
3. Needs of the children and the carry-over value of activities.
4. The whole school year considered with logical divisions and activities planned accordingly.

Women. Junior and senior high school: Problem areas discussed were:

1. Scheduling and its attendant problems, use of facilities, lack of group cooperation and understanding on the part of the community. Recommendations were that scheduling be accomplished through the cooperative planning of the whole school—teachers, pupils, administrators—and that a better understanding of the physical education program be achieved by the community.
2. Program Content.

   The solving of problems such as horizontal and vertical progression variety of and participation in the programs, time allotment, make-ups, grades and methods of motivation can be sought through following such procedures as:

   a. Rotation of major sports on a three-year basis for ungraded programs.
   b. Individual and dual-activities worked into the program in basically the same manner.
   c. Motivation of pupils by a well-rounded program and an inspiring teacher.

Some weaknesses of the teachers in the public schools were thought to be lack of training in the use of musical instruments, methods in cheer-leading and lack of ability to organize and teach large classes in individual and dual sports. It was recommended that the teacher training institutions give more training in these areas.

Health instruction. This group discussed such problems as social hygiene, health program, health examinations, mental health and liability of the physical education teacher.

Some conclusions reached were:

1. That sex education should not be taught as a separate subject.
2. That health instruction should be integrated throughout the life of the child as well as presented in specific classroom experiences.
3. That the school and Medical Society should work together to determine information pertinent to the health examination.
4. That liability insurance be carried by the teacher.

The general impression of this group was that the physical education teacher, along with the entire school personnel, is in position to make an excellent contribution to the whole growth and development of the child.

Extra-curricular activities. The work of this group centered around the topics of co-recreational

activities, intramural activities, competitive sports for girls and exhibitions.

The trend in extra-curricular activities seems to be toward co-recreational activities and is of two types—one within the school curriculum and the other during the lunch hour and after school periods. It was the opinion of the group that the solution of this problem is a personal one and must be studied individually.

It was generally agreed that there is an increase in the number of inter-scholastic games for girls. It was felt that sports for girls should not be emphasized to the point that it is all muscular development. Girls should be encouraged to dress up and be ladies on occasion.

Community recreation. Some of the general impressions in this session were:

1. That the role of the school is becoming more important in recreation for smaller communities.
2. That today there is much overlapping of recreational services and responsibilities at all levels. That in order to prevent undesirable overlapping each agency should promote certain phases of the program. It is essential that some coordination plan be worked out for the extension and improvement of the program.

Recommendations made for the improvement of recreational programs included initiating a program of in-service training of leaders for various groups, such as, Boy Scouts, Campfire Girls, Farm Bureau, Service Clubs and others.

General Session, Friday Evening, November 18.

The first part of this meeting was devoted to showing the relationship between the professional organizations in health, physical education and recreation. The functions, aims and objectives of the state organization, mid-west and national were enumerated and discussed by Miss Gladys Ferguson, Miss Ann Finlayson and Mr. Vaughn Blanchard respectively.

The second portion of this session was featured around the able presentation of timely topics by Dr. Fred Hein on "National Trends in Health and Physical Education", Miss Esther Middlewood on "Mental Hygiene and Its Implications to Physical Education", and Mr. Carroll Munshaw on "The Relation of Physical Education Teacher to the Total Program".

Dr. Hein said that some of the national trends are for:

1. Better facilities.
2. Smaller activity classes.
3. Co-education.
4. Greater interest in growth and development.
5. Greater pressure for winning teams since war.
6. More workships in health and physical education.
7. Tendency for teacher training institution to separate curriculums into special ones of health, physical education and recreation. May be some danger here of over-specialization, making it difficult for graduates to find jobs in these special fields.
8. Tendency for the Medical Society to encourage the American Association for Health, Physical Education and Recreation to form local councils with local Health Departments.

Miss Middlewood presented an overall picture of the many mental hygiene problems facing the physical education teacher and gave a direct challenge in questioning the teacher's lack of understanding of the pupils' needs. Individual personalities, she said, was the area less understood and most neglected. She warned against requiring every pupil to participate in specific activities and to take part in those they cannot do or actively dislike because of emotional disturbances connected with them. The physical education teacher is in the best possible position to discuss the problems of social hygiene, mental and physical health with pupils and should use every opportunity to improve his ability in recognizing, understanding and trying to solve them.

Mr. Mumshaw emphasized the fact that the physical educator should consider the development of the whole child. He is in a unique position of being able to help children through natural fundamental activities of play. He needs to participate in the total school program. Too few physical education teachers attend and take part in general education workshop meetings.

General Session, Saturday Morning, November, 19.

The program of the morning session was divided into two parts. The first part was concerned with the discussion of special activities and their places in the school program by various members of the Conference: Mrs. Marian McKechnie on modern dance, Mr. Newton Lokem on tumbling, Miss Barbara Holland on school camping, and Miss Stella Melick on elementary rhythms.

The second part of the program was devoted to evaluating the work of the Conference and making recommendations for follow-up procedures and for future workshops.

Several of the more important recommendations enumerated and discussed were:

1. Obtain more specialists to spearhead definite discussions in individual groups. Ask them to bring source material for distribution.
2. Invite more general educators and ask them to participate with the various groups.

(Continued on page 60)

AN ELEMENTARY SCHOOL HEALTH COMMITTEE IN ACTION

By WALTER E. STRAUB

College Hill School, Cincinnati, Ohio

The public school system of today is one of our finest social institutions, but it has a challenge to meet. Can we tool this instrument of national well-being to produce the men and women who can successfully meet the demands of a fast advancing civilization?

Education as it is today represents an immense improvement in method over that of yesterday, but there will always be much to be done. However, our problems have proved not to be insoluble. but just changing ones to be solved as circumstance directs. We must not feel that we are engaged upon a hopeless task.

The primary concern of the public school is education. According to our present day concepts, it has been found that education solely in the three R's is not enough. There must be added an education in a sound philosophy of life. Even beyond that, we have found education in health to be a prime essential, for the state of health of the child prorates the amount of education he can absorb.

While this is a democracy, a land of equal opportunity, children attending public schools are drawn from the rank and file. Some of these children are of parents not of the same creed, race and culture and each of these children brings to our culture some of his own. These differences pose many questions and not the least of these is health. Health as a factor, and health standards, aside from all others in the education of a child must not be overlooked.

It has been found that the first job of the public school if it is to succeed in its chief concern, the education of the child, must be to insure his health. Teachers must accept this challenge and first obtain for the children an equal opportunity to absorb an education. How may this best be done?

As early as the beginning of World War II, the faculty of the College Hill Elementary School recognized their responsibility for the health of the child and appointed a committee of three to work with the school nurse, doctor, and parents (through the PTA.) to devise ways and means of maintaining and improving the health and health conditions of the school child. This Committee, known as the Health Committee, has grown in membership until it now consists of the principal, health teachers, school doctor, psychologist, nurse, a faculty member, the president of the PTA, health commissioner of that group, and two representatives of the student body, a boy and a girl, elected annually.

The original group as it grew evolved a program whereby teachers and parents, and the entire committee periodically met together as a discussion group and invited outstanding specialists in the various fields of health to address them and assist in the discussion. Specific problems were advanced by teachers with regard to health for discussion and solution, as they came up with the children. Concrete action, which has proved most effective, then followed in the form of education of both the children and the parents. Problems considered involved specific health provisions, rules and observances to take care of specific health problems, to be observed by teachers, parents and children both at home and at the school, under the joint supervision of the Health Committee members and parents.

The vehicle for communication and expression of ideas between the three groups, the Health Committee, parents and children, is the College Hill Elementary School News Bulletin for Parents and Children.

The aim of the Health Committee has always been to arouse the teachers to maintain a constant health consciousness and a feeling of responsibility for the health of each individual child who comes under their supervision. Bulletins are accordingly prepared for teachers containing recommendations such as:

HEALTH CHECKS AND FOLLOW-UP WORK

1. Weigh children twice during the school year and report to nurse any noticable gains or losses in weight.*
2. Encourage parents, through their children, to give thought and interest in planning contents of lunch boxes (Facts in PTA BULLETIN to go home)
   a. Go over bulletin, particularly the article about lunch boxes
   b. Encourage children to buy milk if they bring their lunch
   c. Children are not to buy bowl of soup unless they have other food
3. Keep in touch with health of children by:
   a. Consulting health cards for questionable pupil cases to see if there are any last year recommendations for correction—hearing, eyes, etc.

* Editor Note—The use of The Wetzel Grid would objectify this procedure measurably.

b. Health Committee will find out how recent result of examinations, diseases, etc., may get recorded on cumulative record card.

The College Hill School News Bulletin followed through with information to parents:

LUNCH BOX

Does your child's lunch box:

1. Have his name and room number on it?
2. Have daily surprises in it? (Daily surprises stimulate child's interest in eating—cookie, fruits, baked custard, piece of candy, raisins, etc.)
3. Have an adequate amount of food in it? (Enough to satisfy your child's appetite, but not too much to overwhelm him.)
4. Have contents which can be easily handled? (Sandwiches sliced into parts, small apples, or other fruits not to large.)
5. Have contents attractively wrapped in wax paper or wax bags, for sake of cleanliness and freshness.
6. Have variety from day to day? (Appetite and interest in eating can be encouraged for his growth)
7. Provide him with a lunch adequate for his growth?
   a. Fruit, fresh or dried
   b. Raw vegetables or a salad
   c. Meat, cheese, peanut butter or jelly sandwiches with whole grain bread
   d. Milk (Can be purchased in lunchroom, if no thermos)
   e. Soup (Can be purchased to supplement lunch box contents)

Avoid

1. Stimulating foods highly seasoned
2. Fried foods
3. Unripe foods such as apples, bananas, etc.

Paper containers can be purchased for custards and salads.

The author should like to interpolate a copy of an Agenda for one ROUND TABLE DISCUSSION, which was held January 10, 1949, as an example. It might be of interest also, by way of example, to cite the names of the fine guests who addressed and attended this meeting—Doctors Helen Compton (School Doctor) Helen L. Coops (Kellogg Foundation, University of Cincinnati) John C. Danahy (Director of Health, Cincinnati Schools) Roy E. Dickerson (Cincinnati Social Hygiene Society); W. K. Streit (Physical Education Department, Cincinnati Public Schools) and Mrs. Ralph A. Tooker (Supervisor of Nurses, City of Cincinnati)

Agenda

Review of goals in health as were set up at last meeting (October) and discussion of progress in endeavors such as:

Closer check in individual child's daily health state by home room teacher—by observation, periodic weight and measurement checks, proper recording of information, obtained from same for cumulative file on individual child's school health for follow-up work.

Emphasis on better breakfasts (Better Breakfast Campaign) by education of child as to the need for and value of a balanced diet, hot foods, proper quantity and the need for a food consciousness for health; improvement of cafeteria menus at noon. Education of the child as to the ratio of volume of food consumed (in proper balance) to energy for work and play. Stressing of value and need for warm-up exercises following classroom work and before play by instruction and in supervision of the children before play periods.

Discussion and evaluation of present school health.

Request cooperation of all teachers for the promotion of the health program and require that a doctor's certificate or a letter be returned by child for filing along with his school health record as a measure for insuring proper care or correction of any defects as may have been noted upon inspection for health, with reference to follow-up work which may be required. (It goes without saying, cooperation with parents must be a goal, if good relations are to be maintained and proper measures taken for the improvement of the children's school health.)

Require that the child understand that he must maintain a general average of C or above in all his subjects, *including conduct*, before he will be allowed to enter play in competitive games.

Discussion of the value of demanding good health habits of the child, as his personal responsibility socially for being a good citizen in school and out.

Discussion of the value of the instruction of the child and his preparation for his new role in life as a pubescent at an age when he is most receptive and in need of factual knowledge and is not unduly self-conscious.

At one of the meetings the question of home work, a perennial question, was brought up for discussion. Mr. A. E. Diettert, Director of Elementary Schools, Cincinnati, was consulted. He cited the group to the *Superintendent's Bulletin #19, 3/7/42*, which he felt to be the finest statement of policy available in this particular case, which read as follows: "The wide range of individual differences among pupils and home conditions favorable to study make it necessary for teachers in many cases to assume individual responsibility and vary home assignments to meet individual needs of pupils."

The College Hill School News Bulletin for

Parents and Children then followed through with the following:

Home Work

Your school usually considers a limited amount of home work advisable. Ordinarily this work should be a continuation of work that has been pursued during the day. Usually all necessary explanations have been given, and parents should not be required to give much help. Most of the time the home work, *if done when assigned,* would require only a very small part of the pupil's leisure time. Parents should remember that the assignment is given when necessary and is for the benefit of the child. Parents should refrain from doing the work for him. However, the parents should see that the work has been completed in a satisfactory manner. Kindly bear in mind, that because of individual differences, time required for each child to finish the work, would vary. Many important values are achieved by home work, such as self-discipline, responsibility, etc.

A meeting designed to discuss the various problems for arranging for a more healthful and constructive use of play time by the children during the noon hour and after school, resulted as was reported in the NEWS BULLETIN, December 1947:

A new athletic program has been introduced in the College Hill School by the physical education teacher. This program has been designed to combine the general Intramural Sports Program with that of the Physical Education groups.

In conjunction with this new program, a supervised noon hour schedule of active play and quiet games has been instituted by the *Better Noon Hour Committee* for the children, which fits in with the after school Intramural Sports Program, so that the children desiring to play together after lunch, during the noon hour, and after school, may do so more satisfactorily and constructively.

Each News Bulletin carries some health note —*School Nursing Service and How It Functions, Dental Hygiene Service, The Common Cold, Health Hints, Do Your Children Get Enough Sleep? The Summer-Round-Up,* and so on. The P T A also uses this organ of publication for notice of meetings, such as the occasion when Dr. Fred Kapp, Department of Psychiatry, College of Medicine, spoke on problems of grade children, or when Miss Jockers, from the Cancer Research Department presented two films on cancer and Dr. Floyd Allen, Secretary and Director of Research of Public Health, was on hand to answer questions.

The HEALTH COMMITTEE'S next meeting will consider the problem of Mental Health.

SPARKEY

OLIVE EWAN
Supervisor of Primary Physical Education
Cincinnati Public Schools

Sparkey is a shock of wiry hair, freckles and legs. Even at that he's not much different than most healthy seven year olds. He's vigorous in his movements, speedy in action, impatient with inactivity, realistic in imaginative play, respectful of physical skills and determined to master these skills. In short, he is a package of highly explosive energy which needs to be handled with great care.

Society has set up many kinds of control for this explosive package which is Sparkey. To begin with, it has established schools for Sparkey and his kind; places where Sparkey's energy is directed toward learning things he needs to know but places also where Sparkey is confined to a few feet of space for five hours a day. Of course, many of these schools operate upon the principle that Sparkey should explode a little each day in order not to become too great a threat to his confinement. Thus general recesses are scheduled between the academic session of the program of the school and Sparkey along with all his cohorts are turned out into a little larger space to explode for a few moments. It is rumored that this explosion often sets up a chain reaction and consequently Sparkey's recess periods last the rest of the day. A horrible thought but that's the rumor.

The home, too, has placed control upon this package of energetic dynamite which is Sparkey. Some of these controls are inadvertent like houses and yards that are too small for him to play a rousing good game of cowboys or Blind Man's Bluff or Red Rover. Others are more deliberate like piano lessons and dancing or dramatic classes after school. Some are subtle like the movies, radio and television at night and over the weekends. Some are autocratic because tired and weary parents grow desperate and say, "Sparkey, Go Sit Down and Be Quiet"!

"Quiet"!—now there's a word that Sparkey understands. At least it should have the meaning

for him for this whole world pronounces it almost every moment of his day. Why doesn't he believe it then? Why can't he accept it?

Well, the answer to Sparkey's perverseness is a pretty simple one. He really can't help being an explosive package of physical energy. Nature designed him so and thereby gave him the drive to engage in a tremendous amount of physical activity necessary for bodily growth. He can't help it anymore than an adult can help growing old and having to conserve his strength. He needs to run and jump and climb and hang just like his elders need to sit and rock. He is fortunate only when he crosses the path of an adult who understands these things.

Often Sparkey finds such an adult in the person of his teacher—a teacher, young in spirit who remembers herself as a child. She knows that Sparkey's body craves exercise. More than this she knows that he needs to learn some vigorous games to play and that he needs to develop skill in order to enjoy these games. She knows that Sparkey can't let off steam on a playground brimming over with children and that she must find a time for him and all her pupils to use the playground when it is less crowded. It is her knowledge of these things and what she does about them that causes her to deserve the title, a primary teacher. At least, Sparkey thinks so.

THE FUNCTION OF THE SUPERVISED RECESS AND THE PHYSICAL EDUCATION PERIOD IN THE PRIMARY GRADES

By OLIVE EWAN
Supervisor of Primary Physical Education
Cincinnati Public Schools

The Supervised Recess and the physical education period in the primary grades serve different yet related purposes. The supervised recess finds its parallel in the intramural program of sports in the upper grades except that it always takes place during the school day. Through it, children are given a chance to engage in the particular activity which they like and in which they are skilled. In other words, the supervised recess is a period of voluntary practice in play activities. On the other hand, the primary physical education period has purposes identical with periods of physical education in the upper grades. It is the time for organized instruction and practice in physical activities. It provides the foundation upon which the entire instructional program of physical education in the school is based.

Ideally, the supervised recess should remain a period in which children engage in play activities of their own choice. It should be organized to the extent that all children may have the opportunity to use some part of the available play space. Such organization may mean that one part of the playground is given over to rope jumping, another part to ball games, still another to running games and the like. When the total play area is limited in size, the organization may include scheduling classes to use the area at definite times. The supervised recess should be guided by teachers to the extent that the play activities being engaged in by children remain constructive. Such constructiveness includes growth in the safe and proper use of equipment, the maintenance of good play relationships and the encouragement of vigorous play. The number of teachers needed to give guidance during a single recess will depend upon

(1) the number of children of different sizes, ages, and classes using the area at the same time.
(2) the kinds and types of environmental hazards on the playground.
(3) the number of activities which children know and like to play.
(4) the degree to which children have learned to play together.

The kind of supervision, however, is much more important to the success of a supervised recess than is the amount. Immature and inconsistent guidance may destroy the freedom of children to engage in play activities of their own choice.

The physical education period should be a time in which physical activities are used to provide experiences that lead toward specific instructional objectives. This daily period should be planned and organized by the teacher toward giving each child opportunities for:

(a) engaging in vigorous activity that will promote his development of strength, endurance and bodily control.
(b) acquiring motor-skills through instruction in technique
(c) Strengthening interest through instruction in a wide variety of games, rhythmical activities and stunts.
(d) developing good play habits through consistent guidance.

Through the physical education period children should acquire many skills and interests that they can and will use during the supervised recess and in out-of-school play. In other words, during recess, children who choose to jump rope will do so because they are interested and skilled in this activity. During physical education, all children should be helped to become more proficient in this activity.

The organization of the total instructional program in our primary grades provides for a daily supervised recess and a daily twenty-minute period of physical education. Out-door facilities in some schools permit one of these two periods to serve as a break in the middle of the morning session and the other to serve the afternoon session in the same manner. This practice is a particularly fortunate one because

(1) the best place to teach and to engage in vigorous physical activity is out-of-doors.
(2) a daily period of physical education can take place out-of-doors.
(3) indoor play space is becoming increasingly limited and primary teachers are having to make greater use of their classrooms in eaching physical education.
(4) well-rounded programs of physical education cannot be developed in classrooms.

(5) Subject time allotments can be maintained on a daily basis Outdoor facilities in other schools give rise to wide and varied deviations from this desirable practice. In these schools, play areas are inadequate either because of the single factors of size, surfacing, topography, and relationship to the building or a combination of these factors. In general, the practice in using these limited facilities is to schedule as many classes as possible to use the playground at one time. This practice is necessary and justifiable in that it permits minimum interference with the work of teachers inside the building. Obviously, children get little out of a supervised recess in such a set-up. Moreover, endeavoring to teach physical education under such circumstances is usually a futile task. As outdoor play facilities in all schools are improved, better experiences for pupils and teachers will come out of the supervised recess and the physical education period. As both indoor and outdoor facilities for primary physical education become available in the new school buildings, the program of physical education should become better balanced, well-rounded and more effective in the lives of primary children.

THERE IS NO AVERAGE BOY

The following statement is from a longer article under the above title by J. Roswell Gallagher, M. D., which appeared in the March 1949 issue of the Atlantic Monthly.

"The average weight of one group of schoolboys was found to be 127 pounds, but the range in weight of these boys from 80 to 199 pounds is the most important fact. There were many who did not even approximate the average weight, yet there were none who were 'abnormal'. Height tables, weight tables, and growth graphs all have their place and uses, but to evaluate a youngster's growth or health on the basis of these devices, to regard a number on a chart or a dot on a graph as a diagnosis instead of a fact, is to develop anxiety both in boys already fearful lest they be 'different' and in mothers who are always comparing their Tom with Cousin Kate's invariably perfect son.

"A boy can be well and happy and turn out to be a very fine adult even though he weighs less than the average, has 'grown six inches in the last year,' or doesn't seem to be 'in the groove' on the chart his teacher is keeping. This optimism isn't born of indifference; it is based on the fact that real abnormalities (that is, those which are not due to hereditary or dietary factors) of growth are very uncommon.

"It is sensible to be interested in whether a boy *is* growing and gaining and maturing; but neither the rate of his growing nor whether he is 'average' at that moment is of any significance; the most and best you can do about these matters is to give him food and affection. Don't worry or cause him to worry. If he is thin, feed him; if he is fat, hope that he will learn that he needs less food; if he seems to be too mature before thirteen or not be maturing by sixteen, send him to your doctor."

TEACHABLE DANCES

EDITED BY W. K. STREIT

In this newly established section of *The Physical Educator,* it is our purpose to publish dances of the folk, round and square variety which can be easily taught and enjoyed by boys and girls, men and women. These dances may be used in the rhythmic portion of the physical education class, for co-recreation classes, for P.T.A. meetings, community and club activities and at parties and social dances. Since physical education men are sometimes deficient in rhythmics, it is hoped that dances of this type will open up a new world of enjoyment.

Captain Jinks Mixer

Music:
Captain Jinks Methodist Record #M103

Formation:
Single circle of couples facing center, hands grasped.

Words:
1) Captain Jinks went out last night
2) The gentlemen pass to the girl on the right
Swing that girl with all your might
For that's the style in the Army
All join hands and circle left, circle left, circle left
All join hands and circle left
For that's the style in the Army.

Action:
1) All stamp left and swing right leg forward; stamp right on word "out" and swing left leg forward
2) Man passes in front of his own partner and moves to the next lady on his right

Note.
Irish Washerwoman is on the other side of this unbreakable record.

Oklahoma Mixer

Music:
Oklahoma Mixer Folkcraft Record #F 1035

Formation:
Large circle of couples facing counter clockwise. Varsouvienne position, i. e., grasp left hands in front and right hands at lady's right shoulder.

Action:

Two 2-steps forward both starting left..	2 Meas.
Four walking steps forward	2 Meas.
Both place left heel forward and left toe backward	1 Meas.
Man releases right hand but holds left and girl moves toward center of circle in three steps and turns around to face partner on last count. Man does three steps in place	1 Meas.
Both place right heel forward and right toe backward	1 Meas.
Girl moves forward toward next man in line, releasing left hand of old partner and taking right hand of new partner, turning left under his arm in 3 steps.	1 Meas.
	8 Meas.

Patty Cake Polka

Music:
Little Brown Jug Methodist Record #107

Formation:
Large circle of couples in waltz position

Action:

Heel, toe, heel, toe (man L foot, lady R foot)	2 Meas.
3 slides in line of march and close.....	2 Meas.
Repeat all, clockwise	4 Meas.
Face partners and clap right hands, then your own; partners L hand, then your own; both hands, then your own; your knees, then own hands...	4 Meas.
Dos-a-dos with partner in four walking steps and the man then walks forward four steps to meet a new partner	4 Meas.
	16 Meas.

Note: In the "patty cake" part of the dance, try clapping your own hands twice instead of only once each time it occurs.

Jesse's Polka

Music:
Rock and Rye Polka Columbia Record #20321

Formation:
Ranks of 3, 4, 5, or 6 with hands joined, moving around the hall.

Action:

Place left heel forward, ct. 1; step back to place on left foot, ct. 2	1 Meas.
Touch right toe backward, ct. 1; touch right toe in place, ct. 2; place right heel forward, ct. 3; step back to place on right foot, ct. 4	2 Meas.
Place left heel forward, ct. 1; bend the left knee and bring the left foot in front of the right knee	1 Meas.
All move forward with four 2-steps, beginning left	4 Meas.
	8 Meas.

Note:
There is a 2 measure *interlude* after the fourth repetition. Good instrumental music for "Ye Olde Rye Waltz" is on the other side of the record.

Pick 'Em Up and Lay 'Em Down

Music:
Glow Worm Imperial Record #1044

Formation:
Large circle of couples facing counter clockwise

Words:
1) Pick 'em up and lay 'em down
Everybody goes to town
2) Back away and say adieu
3) And balance to the right of you
4) Do-sa-do and watch her smile
5) Step right up and swing a while
6) Give that gal another swing
7) And promenade around the ring

Action:
1) Walk 8 steps forward
2) Face partner and walk four steps backward away from partner
3) Face half right to new partner and balance forward and backward
4) New partners advance toward each other, pass right shoulders, then left, and without turning move backward to place.
5) Swing your new partner
6) Swing some more
7) Man offers his right arm to the lady, and they walk forward.

Note:
Start music slowly and gradually increase tempo.

Cotton Eyed Joe

Music:
Cotton Eyed Joe Capitol Record #4491
Imperial Record #1045

Formation:
Couples in regular dance position

Action:
Man's part is described; lady's opposite

Place left heel sideward, touch left toe back, 2-step in line of march, (heel, toe, polka hop)	2 Meas.
Repeat back to place	2 Meas.
Partners separate and circle outward and back to place with three 2-steps and 3 stamps	4 Meas.
Facing partners without touching, step left sideward, ct. 1; push off of left toe, ct. "and", step left sideward ct. 2; push off of left toe, ct. "and"	1 Meas.
Repeat, moving left sideward	1 Meas.
Same right (four "falling steps" or "Susie Q's")	2 Meas.
Two 2-steps with partner in regular dance position	2 Meas.
Man turns lady under his raised left arm, passing her forward to the next man, and receiving a new partner from the man below	2 Meas.
	16 Meas.

Lili Marlene (Susan's Gavotte)

Music:
Lili Marlene Broadcast Record #416

Formation:
Large circle of couples, inner hands joined.

Action:
Man's part is described; lady's part opposite

4 steps forward, beginning with left foot	1 Meas.
Face partner and with both hands joined, four slides left sideward	1 Meas.
Repeat all inopposite direction	2 Meas.
With both hands joined, step left sideward and swing right leg obliquely forward left; step right sideward and swing left leg obliquely forward right	1 Meas.
Repeat	1 Meas.
Face left, drop left hand but keep hold of partner's left in your right hand; three steps forward (counter clockwise) beginning left and on the fourth count, pivot inward on left toe making ½ turn and touch right toe to floor in front of left, changing hands so that man is now holding lady's right in his left hand	1 Meas.
Repeat in opposite direction	1 Meas.
Four 2-steps forward beginning with left foot, inner hands are joined and arms may be swung backward and forward as partners are face to face and back-to-back on these 2-steps	2 Meas.
Move in a circle of your own to the left (partner right) in four 2-steps or eight walking steps and meet a new lady who will have been behind the first partner	2 Meas.
	12 Meas.

Note:
There is a one measure interlude in the record at the end of the second repetition which must be taken into account. Just stand still for four counts—try smiling!

Black Hawk Waltz

Music:
Black Hawk Waltz Folkcraft Record #1046

Formation:
Couples in regular dance (waltz) position

(Continued on page 56)

LAYOUT OF SCHOOL PLAYGROUND

ROY E. SLONE

Physical Education Teacher, McKinley School, Cincinnati

Many elementary and high schools in the United States do not have adequate space for the play of children before school and at the noon hour. It is very important that the space they do have is used efficiently, if all the children in the school are to derive the benefits that can come from such play.

In order that the playground can be used efficiently, it should be laid out with much thought and care. In most cases, it will fall to the lot of the physical education teacher to plan the layout of the playground.

It is the hope of the writer that the suggestions that follow will be of help to many new teachers of physical education who have to deal with the above problem.

The first step in laying out the playground is to make a thorough survey of the available play space. Frequently spots for games such as shuffleboard, hopscotch and paddle tennis can be found that would be overlooked without a careful survey.

In planning the layout of the grounds try to divide the available space into play areas for the different age and sex groups. If there is not enough space for one area for each group, then combine grades such as first and second grade boys, or first, second and third grade boys, or seventh and eigth grade girls.

Regardless of how small the area has to be, give each group a place which it can call its own and a place in which it must stay, so children will not be running all over the playground.

Segregation is done for the purpose of spreading the children as evenly as possible over the playground, and thus preventing much of the shoving, pushing, tripping that one often finds when children are crowded too closely together.

Much space can be saved in laying out the playground if the softball, kickball and punch ball diamonds are laid out in such a way that infields do not meet yet the outfield space is used by many different groups (4 or 5). It might appear to some that there would be much confusion by this type of arrangement but it works exceptionally well.

In laying out diamonds for different age groups, it is not necessary to have them of regulation size. The length of the base lines may be shortened according to the available space and according to the age group using them.

If a hard surfaced playground is available such as "black-top," asphalt, or cement, the different lines for the play areas should be painted on the playground. These should be repainted often to keep them readily visible.

If the surface is clay or grass, the lines will have to be marked with lime. It is suggested that the grass be "skinned" off where the lines are to be and a slight depression, the width of the line—two inches wide by one half inch deep—be cut in the ground. This will make the lime lines last much longer. If the surface is clay or grass, the problem of maintaining the lines will be much greater than if a hard surface is available. A regular crew of student helpers should be assigned to this important duty if the above condition prevails. Prominent lines are very essential to a smooth working noon hour play program.

If the surface is clay or grass, wood bases sunk flush with the ground will save much time and trouble. If the surface is asphalt, "blacktop," or cement, semi-circular lines, spaced every ten feet from home plate of the baseball diamonds, can be used for testing individual athletic events such as baseball, soccer ball, and basketball throws. In another spot on the playground lines can be spaced one foot apart to aid in the measuring of the broad jump.

Thus by making a careful survey of your available space for play activities, by laying out the grounds in such a way that all groups have a definite place to play, by marking and keeping lines plainly visible, efficient use can be made of school playgrounds.

Editor's Note: Teachers planning playground areas will find much help in *Recreation Areas* by George D. Butler. (A. S. Barnes and Company, 1947.)

THE WANDERLUST CLUB OF PHILADELPHIA, PA.

It's the 40th anniversary of this popular hiking club sponsored by the Division of Physical and Health Education. And, its still going strong.

Back in 1909, Brother William A. Stecher, first Director of the Division, inaugurated the idea. The first hikes ranged up to 100 miles. Today they average about 5 miles in and around the city to points of interest. The Saturday afternoon strolls are open to everyone with no dues.

ARE YOUR SCHOOL CHILDREN SAFE?*

RAY O. DUNCAN

Director of Health, Physical Education, and Safety; Office of the Superintendent of Public Instruction, Springfield, Illinois

Accidents takes the lives of about 6,500 school children a year in the United States, and are the leading cause of death among children of school age. The schools have a definite responsibility to teach safety.

Significantly, the 65th General Assembly (1947) enacted into law a requirement that the curriculum in all public schools in Illinois shall include a course dealing with the content of the "Uniform Act Regulating Traffic on Highways" and that all pupils in grades 1 to 9, each inclusive, shall receive instruction in safety education equivalent to one class period each week.

This law makes it mandatory upon each public school to teach safety. In order to assist the classroom teacher in this responsibility, the Office of Public Instruction has prepared, with the assistance of a statewide committee, a "Teacher's Guide in Safety Education." This guide contains material dealing with traffic safety, safety on the playground, in the school building, at home, and at play.

Safety Patrol

One of the best examples of functional safety in our elementary schools is the safety patrol, which enables youngsters to participate actively in a meaningful program, develop leadership, assume responsibility, and acquire a feeling that they are helping to solve a real-life problem.

Driver Training

On the high school level, the course in the ninth grade may be driver education. Approximately 550 high schools in Illinois now offer such a course in the freshman year, not separately, but as a part of general science, social science, physical education, health, or other standard courses.

Some 150 high schools in Illinois are offering a separate course in driver training with a dual-control car and behind-the-wheel instruction.

A good plan for the high school seems to be driver education as a part of some other course in the freshman year, and driver training with behind-the-wheel instruction as an elective for students in the sophomore, junior, and senior classes.

To assist high schools with driver education and driver training, the Office of Public Instruction has prepared a "Syllabus in Driver Education Training." Personnel in the Department of Health, Physical Education, and Safety will assist schools in the development of safety education for all grades, 1 through 12. In addition, the Traffic Safety Division of the Illinois State Police has personnel available to assist schools in all phases of school traffic safety.

Safe Environment

In addition to safety instruction, the school has the responsibility to provide a safe environment for the children. Every school should make a survey to determine whether the school premises are safe. A check-list for this purpose may be secured from the National Commission on Safety Education (NEA), National Safety Council, and the Office of Public Instruction, Springfield.

The local fire department in each community will inspect the school to see if standards in regard to fire safety are met. This service may also be obtained from the Office of the State Fire Marshal, Springfield.

The apparatus and equipment in the gym should be constantly inspected, and skillful and safe use of it should be a part of the instructional physical education program. Students should not be permitted to perform gymnastic and apparatus stunts until they have thoroughly mastered the skills necessary for safe performance.

Playground Safety

The first rule of playground safety is to make the area safe. Broken glass and rubbish should be removed and ruts filled. Some safe method should be adopted to retrieve balls which may roll or bounce into the street.

It is advisable to fence a playground which is bordered by a street having heavy traffic. Fences should be of smooth wire and of sufficient height to discourage attempts at leaping or hurdling.

It is advisable to have a portion of the playground covered with an all-weather surface (asphalt or similar material).

Another important safety factor in playground planning is the provision of different areas for special use. Segregation of activities is an essential safety feature because of differences in ages of children who use the area.

Playground Accidents

Accidents which occur at play areas should be carefully reported to the principal, and should be investigated by some competent person. It is important that the teachers know what to do, in case of accident, until the doctor arrives. Teachers should know when NOT to move an injured person, and what to do in case of arterial bleeding.

* Illinois Education Association Study Unit, Vol. XII, No. 1, Sept., 1949.

Each school should have well-supplied first aid kits, and should at all times have an up-to-date list of telephone numbers of the family physician of each child, the police department, and ambulance service.

Each school should have a formulated policy for handling accidents, and every teacher should be familiar with this policy.

Each school should have facilities where a student may lie down. An injured student should *never* be sent home alone.

School Bus Safety

The rapidly expanding reorganization program is resulting in a tremendous increase in the number of school buses in operation, and it has made the safe transportation of pupils a major school problem.

The Office of Public Instruction has issued the following rules for school bus drivers:

1. Check the condition of the bus daily, before starting out. Make certain that the windshield, lenses of all lights, rear windows, and interior of bus are cleaned daily and that the exterior is washed as often as is necessary.

2. Observe carefully rules of the road, all signs, signals, and courtesies due others. Drive on the right side of the road. Never stop on the left side of the road. When it is necessary to overtake a slow-moving vehicle, be sure no third vehicle is drawing near from any direction. Never pass another vehicle on a curve or upgrade.

3. Never turn or swerve suddenly. Go slowly over bumps and rough places. Avoid jerky starts and sudden stops.

4. When carrying children do not drive faster than 40 miles per hour on the best concrete roads, and more slowly on gravel or dirt roads or when required by crowded traffic, bad weather, poor roads or other conditions. Observe the definite limits for different parts of your route which the school authorities have set for you.

5. Be sure that the door is closed at all times when the bus is in motion. The emergency door must be used only in case of emergency.

6. Never leave the bus while the motor is running.

7. Never coast with the clutch disengaged or the gears in neutral.

8. Never drive backwards on school grounds, except when the rear is guarded by a patrolman or adult.

9. Never operate a school bus with a trailer attached.

10. Never fill the gasoline tank while there are any children in the bus or while the motor is running.

11. Bring the bus to a full stop on the right-hand side of the road before taking on or letting off children. Stop off the pavement at a place where the road may be clearly seen for several hundred yards in both directions.

12. At railroad grade crossings stop between 10 and 50 feet from the nearest rail. Open the door to the right and the window to the left and listen. Observe warning signals. Look in both directions. When it is possible to see a sufficient distance up and down the tracks, and no train is coming, proceed completely across in low gear. If, on the other hand, the nature of the crossing is such that you cannot see far enough in both directions to assure a safe crossing, the head patrol should get out, go to the track, look both ways, signal bus to come on, and walk across the tracks 30 or 40 feet where the bus will stop for him. Do not open the door for the patrol until the bus has come to a full stop.

14. Support the patrols, whose job it is to help see that all children obey the rules of safe conduct, and maintain order in going to and from the bus, boarding and alighting, and while the bus is in motion.

15. *Loading.* When children are picked up in the morning and must cross the road (if the patrol is not used) you should beckon them to cross when it is safe to do so. The children must be instructed to await the proper signal.

16. *Unloading.* At the school the bus should be driven into the school grounds to discharge pupils. It is permissible to stop a school bus on the paved portion of a roadway to load or unload school children when it is not practical to stop off such part of the highway. At all discharge points, where it is necessary for the pupils to cross the highway, a trained pupil patrol should accompany those who must cross the highway, going at least 10 feet in front of the bus to a point where traffic in both directions may be observed. The patrol and the pupils crossing such highway must receive permission of the driver before the patrol releases his custody of the pupils and permits the crossing to be made. When no pupil patrol is used, the driver shall warn them to remain standing on the shoulder of the highway until the bus has started and traveled a distance of 500 feet. They should then cross the highway when there is a suitable gap in traffic that permits a safe crossing.

17. See that pupils sit in seats assigned by principal.

18. Instruct the pupils at least twice during the school year in a) the use of the emergency door; b) the safe operation of the windows; and c) the proper use of fire extinguishers.

19. Let no one, other than school teachers and pupils regularly assigned to the bus, ride without a special permit from the school board.

20. Transport no animals with school children.

21. Permit no loaded weapon or explosive of any kind on the bus.

22. In case of accident or breakdown while the bus is hauling children, do not leave the bus to go to the telephone or summon help, but send two of the patrol boys or other responsible children to the nearest house for such purposes.

23. When stalled on the highway or shoulder of the highway, place signals 100 feet to the front and rear and on the roadway side of bus.

24. Never drive the bus with the "School Bus" signs displayed when it is not being used for official school transportation.

25. Make proper use of the Semaphore "STOP" Arm. This arm should be swung to a stop position only when loading or unloading school children, and then only after the vehicle comes to a complete stop. The sign should be closed before starting out again. This stop arm signal is not to be used when turning, stopping at railroad crossings, or other stops created by traffic conditions.

26. The driver of a vehicle upon meeting or overtaking any school bus which has stopped on the highway for the purpose of receiving or discharging any school children shall immediately stop his vehicle and shall not pass such school bus while school children are alighting therefrom and embarking thereon (Paragraph [a] Sec. 99 Uniform Act Regulating Traffic on Highways). All school bus drivers should report violations of this act to the Illinois State Highway Maintenance Police, 1100 South Fifth Street, Springfield, Illinois, giving the date, vehicle license number, and state of such violator.

(Continued on page 61)

UNIFORM SAFETY REGULATIONS ARE NEEDED

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There are forty-seven million American drivers who are confused due to the maze of contradictory laws and ordinances regulating the use of motor vehicles in various parts of the country.

Most motorists are familiar with the traffic rules in his own community and state, but he cannot depend upon that knowledge when he travels any distance beyond his home borders. If he does, he may wind up in the hospital or in jail. In our present chaotic situation, what is traffic law observance in one state may be a violation in another, and a direct invitation to sudden death in the bargain.

The drivers cannot be expected to know all of the highway directives now in force in all cities and states of the nation. Yet, it seems that this is expected of all drivers now that interstate travel is greater than ever before in our history. Last year the total motor vehicle mileage in the United States exceeded the all-time record that was set in 1941. The mileage for this year shows an indication of another record year. The annual tourist business of United States exceeds six billion dollars, which gives an indication of the interstate travel.

The nonuniformity in state and local traffic rules does not mean that its disadvantages are not recognized. The increasing number of highway casualties is all the evidence that we need. The flow of traffic is hampered, and it causes a great deal of personal inconvenience and vexation. There is a tendency to lessen observance of regulations where the laws are conflicting and illogical. The public as a general rule lose their respect for the administration that tolerate such indifferences. Local problems must be solved by special rulings, but the general practices should be uniform throughout the entire country. The statutory directives should be identical for turning movements, right-of-way, overtaking and passing, stops for through highways and railroad crossings, and pedestrians' rights and duties. There is nothing to prevent one set of rules for standardizing equipment including lights, brakes and warning devices. The size and weight of individual vehicles or combinations of vehicles should be included in this general set of rules.

Uniform issue of drivers' licenses is most highly desired. It would be convenient if operators' and chauffeurs' permits were recognized in all states regardless of the original jurisdiction.

There is also a need for uniform rulings concerning suspended and revoked licenses, so that incompetent and reckless drivers may be weeded out. This would apply to other regulations to provide a safer and more efficient highway transportation.

All of the fundamental requirements for good traffic law are embraced in the "Uniform Vehicle Code" for states. Similar requirements are set up in the "Model Municipal Ordinance" for cities. These two are the nationally accepted standards for such legislation. Enactment of these basic rules is urged by many civic organizations. Eighty-one of these national organizations with a total membership of over 100 million persons, are now working toward the adoption of one code for all states.

The very construction of the highway itself contributes to the safety of the vehicles that travel over the highways of our nation. Many safety factors are included in the construction of a highway, such as, alignment, grades, curves, sight distances, width of pavements and shoulders, clearances, intersection layouts and many others.

National uniformity has also been requested in the design and location of warning signs, signals and pavement markings. Some other areas that need to be considered in this move for uniformity are: administration of motor vehicle departments; training of personnel in engineering, enforcement, and educational fields of safety; establishment of techniques and organizational facilities for selective enforcement by the police; development of an adequate system of accident reporting and analysis. All of these phases must be handled successfully before a full scale attack on the accident problem can hope to meet with success. A method of organizing public support and cooperation must be developed to enable every citizen to assume their personal responsibility for safety.

The editorial staff does not write the articles. If this issue seems to have many articles from Cincinnati, it is because the Cincinnati people have been interested enough to write.

THE RESEARCH WORKER'S RESPONSIBILITY FOR GENERALIZATION[1]

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University of Oregon

The responsibilities of a scientific investigator in health and physical education are many. Whether the problem is that of testing a hypothesis, describing a phenomenon, or discovering a principle, there are numerous potentially hazardous steps to be taken—and the investigator sets himself the task of taking each step intelligently. Among others are the steps of stating the problem, reading the related literature, accumulating original data, analyzing these data, and drawing warranted generalizations.

First, the investigator is responsible for the clear and precise formulation of his research problem: responsible research begins with a question adequately specified. To state any problem in a delimitive and definitive manner requires time and thought. This is time and thought well invested since one has no basis for determining what constitutes a clean-cut, experimentally efficient solution of a problem until the problem has been circumscribed and explicitly characterized.

Secondly, the investigator is responsible for locating and carefully examining the research literature pertinent to his problem. This responsibility is epitomized with succinct force in the following lines:

> "An hour with a book would have brought
> to his mind
> The secret that took him a whole year to
> find.
> The facts that he learned at enormous
> expense
> Were all on a library shelf to commence."[2]

Having found an unsolved problem and developed a research plan for its solution, the investigator is ready to turn to selecting his subjects, assembling his data, subgrouping the data for analysis, and obtaining findings on his problem. Involved here are the responsibilities for adequate sampling, dependable data, fruitful analysis categories, and sound choice of statistical methods. In data collection the investigator obligates himself to a sustained awareness that,

> ". . .tools must be continually tested and verified, technic must be carefully and critically studied. If one fails to detect inaccuracies in tools and technic, then the lesson will later be brought home (to those who are able to learn it) by the painful discovery of long labor wasted."[3]

And after doing a competent job gathering data of high validity for his purpose, the investigator confronts the no less exacting obligation in data analysis to avoid "spoiling of good cloth by crude tailoring."[4]

With these prefatory notations as setting, let us now turn to the focal concern of this paper: The research worker's responsibility for generalization. This is an important responsibility and one which can have more far-reaching implications than the investigator may appreciate or anticipate.

Sometimes investigators glimpse the hazards of this responsibility and attempt to dodge it. They present their tables and leave all interpretation to the reader, or, they state their findings for a sample and sidestep any inference regarding the population they are sampling. In short, they decline to take the final step in the scientific process and to assume full-fledged responsibility for what their studies primarily yield and what generalizations they warrant.

Sometimes, on the other hand, investigators take this responsibility too lightly and generalize without due consideration of the caliber and limits of their research. Non-rigorous generalization (i. e., exaggerated, illogical or biased inference) may lead to the perpetuation of error over long periods. This is particularly true if the unguarded generalization is set forth as a "law" or "principle." In 1896 W. S. Hall made a study on adolescent boys and drew the following generalization: ". . .the body widens out, then takes an upward shoot, then widens out preparatory to another upward growth."[5] This so-called "law" of rapid growth alternately in the outward and upward directions was formulated by Hall as follows:

> "When the vertical dimension of the human body is undergoing an acceleration of its rate of growth, the horizontal dimensions undergo a retardation of their rate of growth; conversely, when the horizontal dimensions of the

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[1] Written in partial fulfillment of the requirements for initiation into Phi Epsilon Kappa.

[2] Quoted by Weinberger, B. W. Dental Cosmos, 1921, 63, p. 1136.

[3] Tildesley, M. L. International Journal of Orthodontics, 1932, 18, p. 1141.

[4] *Ibid*, p. 1168.

[5] Hall, W. S. Journal of Anthropological Institute of Great Britain and Ireland, 1896, 25, p. 32.

> human body are undergoing an acceleration of their rate of growth, the vertical dimension undergoes a retardation of its rate of growth."[6]

Hall's concept of cyclic broadening and elongating during adolescence was reinforced and extended to the childhood years in 1909 by C. H. Stratz.[7] Stratz claimed to have measured samples of German children at all ages from infancy through adolescence to have obtained averages indicating alternating "Perioden der Streckung" and "Perioden der Fulle" over the entire age span. The generalization began to snowball: with time it appeared in many texts as a "law of growth" and came to be taught widely as a "fundemental growth principle." Even some of those engaged in further research strained to look for any irregularities in their obtained growth curves which could be interpreted as expressions of the assumed "springing up and filling out" phenomenon: Too often one finds instances where they (1) ignored the factor of chance irregularities in curves drawn to averages obtained from the use of small samples; (2) disregarded the occurance of irregularities which were synchronous for curves of length and breadth, or, which occurred in one curve but not in the other; and (3) neglected to check on the extent of consistency between their findings and the findings of others with regard to the ages of "filling out" and "spurting up."

A substantial body of fact which did not lend itself to the generalization that "the body cannot grow rapidly in both directions at the same time"[8] was already in the literature at the time the generalization was made. For proof of this, it will suffice to refer the reader to the major investigations of Henry P. Bowditch in 1877, A. L. Gihon in 1880, F. J. B. Cordeiro in 1887, and William T. Porter in 1894.[9]

A long succession of later investigators—using large samples and adequate methods—have continued, implicitly or explicitly, to refute the generalization. Carl Schiotz, reporting in 1923 a study based on 28,000 Christiania school children, stated that the alternate stretching and filling notion of growth "must be stamped as absolutely erroneous."[10] He urged that teachers and writers on child growth "take care to get this notion done away with as soon as possible."[11]

History, however, continued to indicate that it is easier to infiltrate a generalization than to retract one. Passing on from 1923 to 1938, we find T. W. Todd, in discussing his long-term study of Cleveland children, considering it necessary to emphasize anew that human growth "is not a matter of alternate spurt and slump as it has customarily been regarded."[12] Nor is the misconception of alernating periods of rapid vertical and horizontal growth laid to rest yet. A text published as recently as 1946 continues to teach that human growth "comprises three springing-up periods and three filling-out periods."

Scientific generalization clearly is serious business ——yet it must be engaged in by every investigator. Science centers in generalization and no genuine scientist can sidestep this function. An attempt must be made to chart a course between evasion and error. How is this to be done? First, by laying the groundwork well. By proceeding step by step with precise statement of the problem, selection of an adequate sample, rigorous collection of valid data, and appropriate analysis of the data amassed. Secondly, by developing a cautious, critical approach to generalization. By acting on the realization that sound generalization—the formulation of some truth (however infinitesimal that truth may be)—is a task which merits unstinted care, thought, and precision.

If an expanding body of well tested principles is to operate in the various areas of health and physical education, research workers in these areas must accept the challenge to responsible generalization.

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[6] *Ibid*, p. 39.

[7] Stratz, C. H. Archiv für Anthropologie, 1909, 8, 287-297.

[8] Hall, W. S., *loc. cit.*, p. 32.

[9] These are reviewed in Meredith, H. V. Monograph of the Society for Research in Child Development, 1936, 2, 83 pp.

[10] Schiotz, C. Physical Development. Christiania: Jacob Dybwad, 1923, p. 49.

[11] *Ibid*, p. 52.

[12] Todd, T. W. American Jounral of Orthodontics, 1938, 24, 812-813.

START 'EM YOUNG

Hollywood develops its talent in the cradle.

One-year-old Dennis McShane is already paying old-age and unemployment compensation deductions. Although he can hardly walk, he's been swimming since he was five months old and has appeared in one film.

Thirteen months old Steven Meunier is a "Wiz" on the roller skates.

A COMPARATIVE STUDY OF THE RESPONSES OF RESTRICTED AND NON-RESTRICTED PHYSICAL EDUCATION STUDENTS TO THE BERNREUTER PERSONALITY INVENTORY

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In working with handicapped students, the writer has been impressed by the many students who have seemed inclined to seclusiveness, moodiness, pessimism and aversion to physical activity. These observations suggested the question of what effects these handicaps and special classes in physical education have upon the personality of the student.

A review of the literature in the area of personality and character reveals that physical educators have been concerned with character for years (17). Scales have been proposed with which to measure character and personality in physical education situations (3, 19).

Personality has been defined as "the sum total of one's responses to the total situation in which one finds himself" (23, p. 228). Bookwalter suggests that character is a phase of personality which is not taught directly (6). He lists character as an objective of education to which physical education primarily contributes (7). Personality has also been used as an expression of character by one author who states that personality and character have much in common and are often used synonymously (14).

Even though character and personality are "caught" and not taught, certain "teachable moments" in character have been suggested (6). One such moment is when the child is exceptional or atypical. Bookwalter states that:

> Careful management is needed if inferiority or superiority complexes are to be avoided. The less fuss that is made over these differences and deviations the better for the individual. Adaptation to needs are necessary but the more naturally the life of the individual may proceed the better. A child should not be caused to feel inadequate or too sure. He should compare his achievement with normal expectancy, not with that of persons of any capacity. (6, p. 61)

The school plays an important role in adjusting the child to living with other people. Physical education in particular has a unique opportunity to develop personality and character (15, 20, 23, 24). Play and physical education activities have a stabilizing effect in that they provide an opportunity to blow off steam and to satisfy egos through physical accomplishment (8, 9, 14). Watching the activity will not accomplish the above result; there must be active participation. Correctly done, programs of adapted activities can help the student to feel himself a part of a normal group and to throw off feelings of inferiority and defeatism (5).

The mere fact that a special program is provided for the handicapped students does not assure one of desirable results. The success of such classes is dependent upon carefully selected teaching methods and well chosen activities (13). More damage than good may be done by our attempts to meet the needs of individuals, for individuals vary in ability to tolerate handicaps (16).

The fact that handicaps affect personality is evidenced by the literature (21, 22). Watson says, (24, p. 410) "There is no more fundamental human longing than the desire to be an accepted member of a social group." In writing about the role of physical education in personal adjustment. Terhune says, (22, p. 21) "People who have physical handicaps often possess a sense of inferiority, which causes them either to withdraw from their associates in so far as they are able, or to overcompensate for their handicaps."

A study of failure and disciplinary problems in normal and handicapped students showed little difference in the two groups (11). Doscher (12) found 99 handicapped students to have average adjustment as measured by the *Bell Adjustment Inventory*.

Test and measurement texts give attention to the value of character and personality ratings in physical education (10, 18). To be successful in adapting the program to the needs of the individual, the teacher must measure the individual in the area in which the change is desired. It is with these thoughts in mind that the following study was undertaken.

The two groups involved were students at Indiana University. In the restricted group were all the students assigned to restricted physical education by the University Health Service. The non-restricted group was made up of the students in an elective physical education class. The restricted group was composed of a mixture of freshmen and sophomores, and the non-restricted group was made up of sophomores. The age range in both groups was from 19-28.

The test used was the *Bernreuter Personality Inventory*. The test was given as part of the procedure by which the instructor secured information about the class members. The number of students in the restricted group was 25. There were 23 in the non-restricted group.

Figure 1 shows the average, range and variability of the percentile scores on the six scales used in the *Bernreuter Personality Inventory*. The thin vertical line marks the range, the thick lines mark the standard deviations and the short horizontal lines mark the mean.

According to Bernreuter (1) persons scoring high on the neurotic tendency scale tend to be emotionally unstable and those scoring low tend to be very well balanced emotionally.

Individuals scoring high on the self-sufficiency scale prefer to be alone, rarely ask for sympathy or encouragement, and tend to ignore the advice of others. Those scoring low on this scale dislike solitude and often seek advice and encouragement.

A high score on the introversion-extroversion scale shows a tendency to introversion or imagination and living within oneself. A low score on this scale shows extroversion; that is, the individual rarely worries or suffers emotional upset and rarely substitutes day dreaming for action.

Persons scoring high on the dominance-submission scale tend to dominate others in face-to-face situations; those scoring low tend to be submissive.

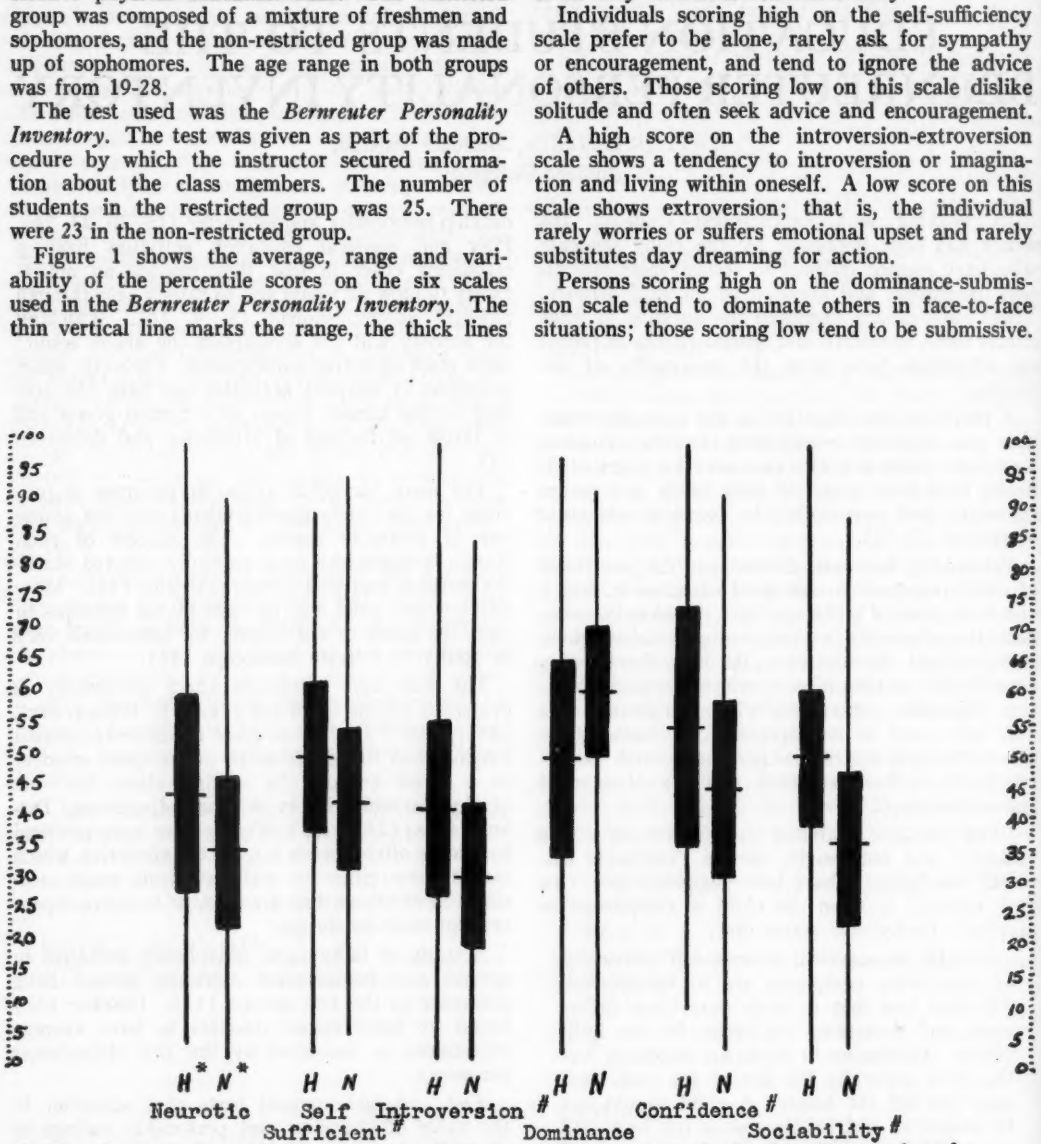

Figure 1. Mean, sigma, and range of percentile scoresmade by handicapped and normal physical education students on the Bernreuter Personality Inventory

* H – Handicapped
N – Normal
\# Low score desirable

On the self-confidence scale high scores indicate hampering self-consciousness and feelings of inferiority. Low scores tend toward self-confidence and desirable adjustment.

High scorers on the sociability scale tend to be non social, solitary or independent, while low scorers tend to be sociable and gregarious.

It may be noted from Figure 1 that the handicapped group had a mean score that was higher on every scale except dominance. The range and standard deviation of the handicapped group were greater on all scales.

For the two groups studied, the handicapped group tends to be more neurotic and introverted and less confident, self-sufficient, sociable and dominant than the normal group. The handicapped group, it should be noted, had more cases on each extreme of the dominance-submission scale.

There were too few cases involved in this study to reach any definite conclusions. It is suggested, however, that there is some use to be made of personality tests in physical education, especially in connection with handicapped groups. The results must be considered with caution and tempered by personal interview and observation by the instructor.

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A COMPARATIVE STUDY OF THE ADMINISTRATION OF THE MANUOMETER

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and
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Introduction

Grip strength is a component test element in the battery computation of the Physical Fitness Index. In administering the grip strength, there has been some difference of opinion as to the most advantageous position of the manuometer indicator. Clarke says, "it makes little difference whether the dial is face down or face up . . . ." On the other hand, McCloy specifically states, "the indicator should be toward the palm." These differences of opinions may affect the test objectivity. To secure high objectivity of the Physical Fitness test battery, the administrative procedures must be based upon accurately phrased instructions in the measuring techniques for the test elements.

Purpose of the Study

It was the purpose of this study to determine and compare the administration of the grip strength of the right and left hand with the manuometer indicator face up (outward) and face down (inward).

Procedure

The experiment was conducted by the members of the University of Pittsburgh College required physical education staff to 330 Freshman boys. At the beginning of the subjects' regular class period, before any other activity, the manuometer was administered first in the right hand and then in the left hand with the indicator outward. One week later, the procedure was repeated. However, in this administration the indicator was inward.* Scores were carefully read to the nearest pound.

Results

In Table I, when the manuometer was administered with the indicator inward, the mean scores were greater than when it was administered with the indicator outward. For the right grip there was a difference between the means of 7.50 pounds and for the left grip the mean difference was 9.72 pounds. The correlation between the inward and outward facing of the indicator for the right and left grip was .759 and .744, respectively. The critical ratio, t or $D/\sigma D$, is larger than 3.0 for the grip strengths. The probability that a t as large as 3.0 could occur from sampling variation is only about 3 in 1,000.

TABLE I

The Scores Achieved by Administering the Manuometer with the Indicator Inward and Outward for the Right and Left Hand.

	RIGHT HAND		LEFT HAND	
Indicator	Inward	Outward	Inward	Outward
Mean	128.40	120.90	120.50	111.10
S. D.	18.66	18.76	17.64	18.22
σM	1.03	1.03	.097	1.00
Difference between means		7.50		9.40
r		.759		.744
$\left(\frac{D}{\sigma D}\right)$		3.09		4.23

Conclusions

1. The results of this study show, on the average, the manuometer, when administered with the indicator inward for the right and left grip strength, was greater than with the indicator outward.
2. The manuometer should be administered with the indicator inward.

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* Editor's note: To avoid the possibility that the differences might have been attributable to learning or development half of the subjects in each testing period should have used the "inward" technique and half the "outward", reversing their techniques the second testing period.

PRACTICAL APPLICATIONS OF A-V AIDS IN YOUR PHYSICAL EDUCATION CLASS*

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One of the reasons why the physical educator may usually enjoy rapid success in his teaching is that the method he employs is one that makes for the student's early understanding of the performance which is to be learned. The usual procedure is one of action which permits the learner to get "the feel" of what he is trying to do. The skills that the learner needs are readily apparent to him, and the methods used to attain them bear very close relationship to the situation which demands their use. The very nature of physical education activities is abundant with those "direct-purposeful experiences" which provide the most desirable conditions for learning.

Many Types of Aids

Add to these direct experiences the examples afforded by good demonstrations, the utilization of the many and varied visual stimuli such as films, filmstrips, slides and graphs, the accurate word-pictures of the physical education instructor and there will be provided maximal conditions for the acquiring of motor skills, techniques, knowledge, understanding, and attitudes in the physical education program of studies.

With the mention of supplementary films and filmstrips to the teaching of the physical education activities, the question might well be asked, "What facilities are necessary to maintain an adequate program which will insure learning through the whole range of physical abilities existent in any class situation?"

Films Help Us Teach

If we mean by "facilities" what the dictionary defines as "things which promote the ease of any action, operation, or course of conduct", the following items might receive some consideration.

Assuming that adequate motivation is present as a result of actual participation or of vicarious experience such as watching others perform, viewing motion pictures of performances, or of adequate word-pictures, the most immediate task of the teacher is to assist the learner to understand what he is expected to accomplish. Demonstration of the soccer kick may be aided by good stop-action photographs and by 16mm sound motion pictures. The still photograph assists the student to note the body attitude during a particular important part of the performance while the motion pictures give him a sense of the ballistic movements involved.

Still pictures can take the forms of snapshots, filmstrips, or projection slides which provide excellent opportunities for individual and group study. Searches through periodicals and newspapers often yield many stills of value for teaching purposes. Such stills make good materials for use in the opaque projector as well as for bulletin board display.

Even motion pictures can be made quite inexpensively by the teacher or some interested student. School camera clubs are usually eager for opportunities to use their skills in photographic projects of this type.

Continuous "Loop" Films

One very effective use of the locally produced motion picture is that of the *continuous "loop" film*. A section of the film which demonstrates a particular skill to be learned is selected and removed from the whole. The ends of this section are then cemented together to form a continuous loop. After this section is threaded in the projector, it can be shown continuously in some corner of the gymnasium for use by the entire class or by individuals and small groups who may be working on the skill as a part of their class study. The gymnasium need not be darkened for this projection of materials. Some shaded portion of the area will prove quite satisfactory. If the gymnasium is very bright, a convenient shadow-box screen can be constructed from a cardboard carton. Merely project the image into the carton which rests on its side upon the table. A white sheet of paper inside the carton provides an excellent projection surface. Commercially produced shadow-box screens are also available to suit almost any situation.

Use the "Action Viewer"

Another good facility for the detailed study of motion pictures is the "action viewer". This is a hand-operated device which enables the user to send the film through the miniature projector at any speed he chooses for analysis and study. These viewers are usually parts of editing kits and include sets of rewinds and splicing equipment.

Movies and snapshots taken of the students after a period of training will help them to evaluate their performances and to compare their progress with that of others. Records of test scores may be scaled and posted in chart form for consultation and comparison on the gymnasium tackboard. Action photos, newspaper clippings, and diagrams may form a display to stimulate interest and to inspire accomplishment.

* Republished by courtesy of *See and Hear* from November, 1949 issue.

For other physical education studies in the gymnasium where music and audible voice directions are very necessary as in the teaching of rhythms, various kinds of dancing, body-building activities, marching, and allied activities, it is desirable to provide for a public address system which can also accommodate turntables for the playing of recordings and transcriptions.

Cost Need Not Deter You

These, then, are some of the facilities for use of audio-visual aids in the conduct of physical education activities. They need not be expensive. Many of the materials can be produced locally by amateurs under the guidance of the teacher who knows what he wants in the way of instructional aids.

A Word of Special Credit

Acknowledgemet: The author wishes to express his sincere gratitude to the members of the La Crosse State Teachers College Camera Club, the members of the soccer class used in the pictures, and particularly to Roy Grade, Marcus Burk, and Wayland Behnke, physical education major students, for their production of the photos used in this paper.

HEALTH WARNING

The Philadelphia Tuberculosis and Health Association warns to be on the look-out for symptoms of rheumatic fever in children.

As teachers, we should spot any child which complains of pain in the knee, elbow—any joint. Or, if a child has frequent colds, or nose and throat infections in conjunction with pains in the joints.

Frequently the attack is preceded by a cold or sore throat. The infection first lodges in the tonsils or the throat mucous membranes, and then spreads to the joints and other body parts.

THE USE OF AUDIO-VISUAL MATERIALS IN PHYSICAL EDUCATION

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If the field of Physical Education is to keep abreast of the new methods of teaching, it must soon become aware of and begin to use the many audio-visual materials which are available in the field. In attempting to explain the lack of interest and use of these materials by our physical educators, we must assume that they have never looked into the good points, the strengths and the availability of the audio-visual materials. In order to get these facts across to the teachers of physical education it is necessary to speak of the advantages of the materials in terms of their use in this special field. This article is designed to introduce the physical educators to the audio-visual materials and to point out the strong points in each of the materials as they pertain to the profession.

The term, audio-visual materials, includes several types of aids and equipment. Among the most important are: motion pictures, slide projectors, radio and recordings, posters and charts, exhibits, demonstrations, field trips and strip films. Many of these types are obvious in their meaning and use. For example, no one has to explain to the physical educator how to use demonstrations in his teaching, for this is done in most of the cases. However, for the teacher who cannot offer the actual demonstration, a suitable substitute is provided by the other types of visual aids. Of the materials named, the slide projector, posters and charts, exhibits and strip films* have their main value in getting information and ideas before the student for his consideration and learning, in other words to bring the knowledge to the student, while in the other types of audio-visual materials we are bringing the student to the knowledge. It has been recognized that one of the best ways to motivate boys to learn the skills of baseball is to take them out to the big-league park to watch the experts in action, and this principle holds true for many other sport activities.

In speaking of audio-visual materials, usually we have in mind the educational motion picture, for it is the most widely used and the most versatile of all the visual tools of teaching.

In analyzing the extent to which motion pictures can be used in the field of coaching and physical education, a few actual examples will be mentioned, in which they have been used effectively.

1. Public relations. In selling our program to the public, the finest medium that can be used is that of the motion picture. If it is wished to have the city fathers understand the objectives, problems and extent of your program, it is usually possible to have them view some films of your program or a near substitute, whereas it may not have been possible to have them come out to your playground to observe the program in action.

2. Teaching skills by showing the demonstration of experts. In our field of physical education, the motion picture should be regarded as indispensable for successful, complete teaching. Now, this does not mean that motion pictures would be sufficient to overcome all teaching problems in the field, nor do we wish to bring out that they are the best of all available techniques. As an example of this, no film is a substitute to an expert demonstration and active practice of an activity skill. The assets of the skill film lie in its ability to motivate learning as well as to provide certain other advantages in teaching that neither an expert nor practice can provide. Of course, the real unique feature of the skill film is the slow motion feature which enables the producer to analyze some of the more difficult phases of an activity skill, so that the viewer of the film gets a better look at the expert in action than if he were seated at the ringside, fifty-yard line or at the first tee. Another good feature of the film over other types of activity lies in its independence of weather conditions. Once a skill film has been made available, it can be screened and utilized at the desired time and place.

3. For the record, films are invaluable for the retention of actual games and situations, which would otherwise be lost or would have to depend upon the memory of some individuals. One of the best examples of this would lie in the filming of each Saturday football game. The coach, knowing that he won't be able to see and remember every detail, has pictures taken and studies them at his leisure and at his convenience. Then, he has the players assemble and can point out good and bad play and make suggestions for improvement. Just as the newsreels have helped to record history in the making, motion pictures can also help you, the coach and physical education teacher in recording the progress and history of your program.

4. Putting across effective lessons in safety and health. It is a known fact that the pictured scene will outlast and be much more effective than the

Editor's Note: The Athletic Institute, 209 So. State Street, Chicago, Illinois, has a rather complete catalogue of visual aids and are producing helpful yet economical film strips in the common sports.

spoken word. Therefore the film has a place in your program for the portrayal of safety ideas in the school, on the playground, on the streets and in the home. There are many films available which tell these stories in pictures and language suitable to all age groups. Try them.

5. Motivation purposes. The motion picture has still another advantage, that of interest. It is almost always possible to get students to look at a motion picture and they will observe and remember what the picture has to say. By bringing pictures of the experts to the classroom or gymnasium, it is possible to stimulate an increased learning by the child.

Besides these purposes, which we have named and illustrated there are other miscellaneous values of the motion picture. Some of these are: scouting purposes, the filming of your opponents games to determine game strategy; the value of bringing faraway places and persons to the classroom is a feature which should not be overlooked; also, there is a value in the use of motion pictures in the evaluation of your program, either by comparison with other programs or to determine progress and achievement in your own situation.

So, teacher of physical education, the next time you are faced with a particularly difficult teaching situation, let audio-visual materials come to your aid for a better, easier job, well done.

Teachable Dances

(Continued from page 42)

Action:

Man's part is described

Balance forward on left with right leg raised backward	1 Meas.
Rock backward on right foot with left leg raised forward	1 Meas.
Two regular waltz steps with partner	2 Meas.
Repeat all, three more times	12 Meas.
	16 Meas.
Cross left foot over right, putting weight on left foot	1 Meas.
Cross right foot over left, putting weight on right foot	1 Meas.
Cross left foot over right, ct. 1; step right sideward, ct. 2; cross left foot in rear of right (grapevine step), ct. 3;	1 Meas.
Point right foot sideward	1 Meas.
Repeat, starting right foot over left	4 Meas.
Repeat, left and right	8 Meas.
	16 Meas.

Note:

Waltz Quadrille on other side of record.

BLACK AND GOLD NEWS

IMPORTANT NOTICE

THE CENTRAL OFFICE ADDRESS WILL BE CHANGED AFTER JUNE 1, 1950.

Brother Rudolph R. Schreiber, who was National Secretary-Treasurer of Phi Epsilon Kappa from January 1936 to June 1942 will resume these duties on June 1, 1950. Therefore, after June 1, 1950, please address all Fraternity correspondence to

MR. R. R. SCHREIBER
3747 N. Linwood Avenue
Indianapolis 18, Ind.

INSTALLATIONS

ALPHA MU (Michigan State College)

On March 1, 1950, under the leadership of Sponsor George Szypula, gymnastic coach at Michigan State College and formerly an active member of the Philadelphia Alumni, seventeen outstanding men were initiated as charter members of Alpha Mu Chapter.

District Counselor Newton Loken with five Kappa Brothers traveled 140 miles to perform the ceremony. Henry Montoye, former sponsor of Rho Chapter at the University of Illinois, assisted with the initiation and

installation. Nelson Lehston and Randolph Webster, who were scheduled to help, unfortunately could not be present.

Brother Loken has this to say, "The whole affair was very impressive. During the initiation we played the record of the fraternity songs rather softly. The music with the lights out, the candles burning, the robed officers, the well conducted ceremony strictly according to the ritual, etc. was very effective and caused favorable remarks by the men who were initiated. George Szypula did an excellent job in getting everything ready for us. From the looks of things, Alpha Mu Chapter, especially with Szypula as the sponsor, should prove to be a definite asset to the Fraternity."

All Time Record Set on March 18, 1950 by Alpha Nu (University of Buffalo)

The all time record of 45 charter members set by Alpha Iota Chapter at Miami University last year was broken by a wide margin when ALPHA NU CHAPTER was installed at the University of Buffalo by members of the Buffalo Alumni with at least 55 charter members, maybe more.

Of the 61 members of the Physicial Education Majors' Club at the U. of B. who signed the petition, at least 50 student members and five faculty members have paid the necessary fees and it is possible that more paid before the ceremony was performed.

The officers of the Buffalo Alumni went all out to make the installation as successful as possible. On March 1, President M. J. Poeltl, chairman of the initiation committee, sent a form letter to all alumni members asking them to be present at the pledging ceremony on March 7, the formal examination of pledges on the contents of the Pledge Manual on March 14, and by all means at the March 18 event which was divided into three parts: the initiation, the installation of Alpha Nu officers and the installation of Alpha Nu Chapter by District Counselor, Alfred G. Andrews.

Buffalo has always done things in a big way and in this case they have put out even more effort. With the good will and encouragement of the Buffalo Alumni and the five faculty members who will very likely become members of the Buffalo Alumni the successful future of Alpha Nu Chapter is in the bag.

SYRACUSE SCORES AGAIN AT THE N. Y. STATE CONVENTION

For the second successive year, the Syracuse Alumni conducted an initiation in conjunction with the New York State H. P. E. R. Convention, on January 27, 1950. Last year three outstanding men were initiated. This year it was Mr. Karl Lawrence, Director of Teacher Training Program at Colgate University, Hamilton, N.Y.

About 40 visiting Brothers from throughout New York State attended the initiation which was held in Parlor D of the Hotel Syracuse, Syracuse, N.Y. District III Counselor, Al G. Andrews presided and conducted the initiation assisted by the officers of the Syracuse Alumni. Brother Walter Cox of Springfield College (haven't seen Walt for 36 years) gave the "CHARGE." The initiation was very solemn and impressive and the Syracuse Alumni Chapter is to be commended upon its loyal activity during the state convention.

MORE EXPANSION NEWS

Hubert J. Dunn, sponsor of Alpha Gamma Chapter at Washington State College, Pullman, Washington, took his gymnastic team to the Uuiversity of British Columbia, Vancouver, Canada for a meet and was invited to give the P. E. Majors a talk about Phi Epsilon Kappa with the view of establishing our first chapter in Canada.

H. D. Whittle, Omicron 1949, Assistant Director of P. E. at the U. B. C. has spent much time in organizing a group which may form the nucleus of the new chapter.

Lorne E. Brown, also of Omicron 1949, is interested in establishing a chapter at the Provincial Normal School, Vancouver, B.C., Canada. It may happen that we will have two chapters in Vancouver about this time next year.

Latest report from Frank Ballinger at Kent State is that the reactivation of Alpha Delta chapter will be delayed until sometime in April.

Two more chapters may be installed before June. The formal petition sent in by the Society of Health and Physical Education Majors of Brooklyn College, Brooklyn, N.Y. has been approved and the charter fee has been paid. The installation should be held about the latter part of April.

Some 40 members of the Physical Education Majors' Club of Syracuse University are interested in having a chapter installed this semester. District Counselor, Alfred G. Andrews reports that all is well, so by rushing the routine procedures a fourth chapter may be installed before June.

HONOR AWARD PRESENTED TO BROTHER W. C. FREEMAN

Brother Walter C. Freeman, Associate Professor of Physical Education and Director of Physical Therapy at Ohio Wesleyan University was presented with the beautiful key emblematic of the HONOR AWARD, the highest award bestowed by the Fraternity, at the annual Spring Banquet of Psi Chapter.

Brother Freeman began his teaching as a coach in 1909 and then successively became Director of Correctives at Battle Creek Sanitorium in 1913; Physical Education Director at several Y.M.C.A.'s from 1912-1919 and instructor of Physical Education at Ohio Wesleyan University in 1920 where he became Associate Professor in 1925 and director of Physical Therapy in 1927. At the present time he is esteemed very highly by the student body and especially by members of Psi Chapter as a coach and teacher at O. W. U.

He was appointed one of the four district counselors of Phi Epsilon Kappa in 1931, sponsored Psi Chapter until last year, received the Scholarship Key in 1933, the Boy Scout Silver Beaver Award in 1947 and the Scouters Award in 1949. He has been continuously active in the Boy Scouts and Red Cross for over 30 years and the Board of Health and N. F. I. P. for ten years. He has read at least eight papers on physiotherapy and athletic injuries at learned society meetings and has had articles published in the Research Quarterly, the American Student Health and the Journal of the N. A. H. P. E. R.

We are proud to list Walter C. Freeman among the eight Brothers who have received THE HONOR AWARD.

PHILADELPHIA OLD TIMERS' PARTY

Last February, 83 Brothers of the Philadelphia Alumni attended an Old Timers' party in recognition of members who were initiated *directly* into the Philadelphia Alumni Chapter 25 or more years ago. About 15 men were awarded certificates of recognition for their contribution to making the Philadelphia Chapter a permanent organization. District Counselor, Wilfred Collin was the promoter of this event and writes that next year another group, initiated by the Philadelphia Alumni 25 years ago, will receive the certificates. This will continue year after year. Besides the certificate, a citation of the past and present professional and fraternal contributions of each recipient was read. These citations impressed the younger Brothers who had no idea that the Old Timers contributed so much.

MEMBERSHIP REPORT

Dues paid as of March 15, 1950

First: Mu (Ithaca College) ---------- 60
Second: Alpha Nu (University of Buffalo)-- 55
Third: Kappa (University of Michigan)---- 54

Alpha	30	Phi	29
Gamma	48	Chi	33
Zeta	00	Psi	26
Eta	29	Alpha Beta	26
Theta	34	Alpha Gamma	29
Iota	1	Sigma Alpha	24
Kappa	54	Alpha Epsilon	29
Lambda	42	Alpha Zeta	43
Mu	60	Alpha Eta	46
Nu	21	Alpha Theta	31
Xi	34	Alpha Iota	37
Omicron	33	Alpha Kappa	00
Pi	2	Alpha Lambda	22
Rho	33	Alpha Mu	20
Upsilon	41	Alpha Nu	55

Total ---------- 912

ALUMNI CHAPTERS

First: Philadelphia ---------- 127
Second: Cincinnati ---------- 87
Third: Pittsburgh ---------- 50

Buffalo	39	New York	2
Cincinnati	87	Philadelphia	127
Detroit	45	Pittsburgh	50
Indianapolis	19	St. Louis	20
Los Angeles	40	Syracuse	26
Milwaukee	20	Unaffiliated	132
Missoula	3	Honorary	5
Newark	25		

Total ---------- 640

SUMMARY

Collegiate Chapters ---------- 912
Alumni Chapters ---------- 640

Grand Total, March 15, 1950---------- 1552

1949-1950 INITIATIONS

As of March 18, 1950

Alpha Nu	55	Psi	12
Kappa	38	Alpha Eta	12
Theta	29	Lambda	11
Alpha Iota	20	Chi	10
Gamma	19	Phi	10
Omicron	19	Rho	9
Mu	18	Sigma Alpha	9
Alpha Mu	17	Nu	8
Alpha Gamma	16	Pittsburgh Al.	8
Alpha Theta	14	Syracuse Al.	7
Alpha Beta	13	Alpha Lambda	6
Alpha Zeta	13	Buffalo Al.	2
Upsilon	12	Missoula Al.	1

Total ---------- 388

MONEY IN THE TREASURY AND HOW TO GET IT THERE

Money in the chapter treasury up to several hundred dollars should be the aim of every chapter. Members have more respect for an organization that is financially sound, the officers will feel a little more important and the money will come in handy in many ways. Making money for the organization helps to develop a spirit of unity and cooperation which tends to make the chapter stronger and more progressive. Money in the treasury is an incentive to become more active and the more cooperative activity a chapter carries on, the more worthwhile it will be for all concerned.

This year Gamma is developing an ad book for their spring formal dance. Xi is sponsoring a big raffle. Chi, with over $800.00, sponsored a Danish Acrobatic and Dance Group. All members and pledges sold tickets to keep from losing money. It was a big success financially and otherwise. Next fall, Chi will put on their big annual water carnival. Psi operates the concession stand at all varsity basketball games on a percentage basis. Alpha Eta sponsors dances and collects intramural fees. Alpha Iota published and sold basketball programs. Too bad that 15 reports are not in so that more ideas could be listed.

LIFE MEMBERSHIPS

George Farkas, Indianapolis Alumni, Director of P. E. in the Indianapolis Public Schools, and Gilbert J. Rottman, Milwaukee Alumni, are the only new Life Members since January. About five inquiries have been received during the past few weeks. Remember that the fiscal year's dues are credited toward a Life Membership so why wait till next year? Buy that L. M. before September 1 and save the three dollars.

COLLEGIATE NEWS

The following news items were edited from reports by the chapter secretaries about second semester activities. A special sheet was sent with the Mid-Year report. While the information was due March 1 only thirteen of the 27 chapter secretaries responded by March 15. Alpha sent in the Mid-Year report but no report on second semester activities. This is poor cooperation.

The idea concerning these items, other than the news, is to let the chapters know what the other chapters are doing with the view of possibly giving the officers a few worthwhile ideas which, if followed up, would be of benefit to their own chapter. Second semester social and other news follows:

ALPHA (Indiana University)

No report.

GAMMA (Temple University)

At the HOMECOMING PARADE, November 12, 1949, Gamma entered the prize winning float. It carried the theme, "BEAT PENN. STATE" with a design of a football field with several players on it and a grandstand with spectators sitting in it. The prize was $15.00 plus a fine loving cup inscribed and adorned with the school colors. Incidentally, this was the first time that Gamma entered the parade and the boys sure got a big bang out of it. During the second semester Gamma will have a formal initiation, a booth for the T. U. Charity Carnival, celebrate FOUNDERS' DAY and conduct a Spring Formal Dance.

ZETA (Columbia University)

No report.

ETA (S. T. C. Trenton, N. J.)

No report.

LAMBDA (U. C. L. A.)

Meeting at which Ellsworth Vines will speak on golf and tennis.

Sponsor Hollywood Y.M.C.A. vs. Los Angeles Y.M. C.A. in a demonstration volleyball game.

Big annual alumni-active chapter meeting including a dinner at which Johnny Wooden, coach of UCLA's championship basketball team will speak.

An initiation banquet at which two high school baseball coaches will speak.

MU (Ithaca College)

For the past three years, the subject of finding a new house has been one of our most important but evasive objectives. Every real estate office in town was hounded until finally after many various attempts, failures and near misses, an opportunity availed itself which we considered most satisfactory. Mu now has a chapter house. It was formerly the city hospital and is located but two blocks from the campus. Terms were, of necessity, strictly rental with all obligations falling to the individual member rather than upon the fraternity. The house was remodeled; new and matching furniture obtained for all rooms and the lounge; venetian blinds, drapes, and rugs purchased for each room; and of most importance, a kitchen completely equipped to serve almost forty people was made available. These expenses were assumed by the landlord.

With the cooperation of all members, two of the large rooms in the cellar have been transferred into a rumpus room and a social room. For this work, the help of the local high school art instructor was obtained and his ideas along with suggestions from the members were followed to completion. The combined cost of chairs, tables, piano, paint, and all supplies was approximately ninety dollars. At the first house party for brothers and their guests, more than one hundred and ten people were in attendance. Needless to say, we are all proud of our new home which more than ever has proven to be a vital and necessary element for fraternity life.

Mu's program for the remainder of the year is well established. We are planning a trainer's clinic for sometime in April and are hoping to have the trainers of various professional and college teams on the staff. A "Sports Circus" is planned for March 22 with the purpose of stimulating interest and for fund-raising. A "Co-Rec" program has been conducted once a week for the past several months and has proven to be very successful. Another project, at present in its infancy, is the maintenance of a free pamphlet and literature rack in the lobby of the school gymnasium. In this work we are enlisting the cooperation of companys offering free material pertaining to all phases of physical education.

Mu has 60 active members at the present time who are enthusiastic about the future of the chapter.

NU (S. T. C., LaCrosse, Wisconsin)

Nu expects to have a banquet and a picnic this spring. The chapter will send John Thompson, the chapter secretary, to the P. E. Convention at Navy Pier, Chicago, Ill.

XI (University of Wyoming)

Initiation followed by a banquet.

Intra-frat bowling tournament.

Award the John Corbett Award for the outstanding sophomore physical education major.

Xi's city league bowling team is still high in the city standing.

OMICRON (University of Oregon)

No special social events other than a speaker following several of the regular business meetings.

PI (Montana State University)

No report.

RHO (University of Illinois)

No report.

UPSILON (University of Cincinnati)

No report.

PHI (Kansas State College)

No report.

CHI (Occidental College)

Chi sponsored a performance by the nationally known Danish Acrobatic and Dance Group, sold lots of tickets and will add a few more well earned dollars to its treasury which boasts the neat little sum of $845.00 just about $450.00 more than any of the chapters which have been reported to date.

Final preparations are now being made for the annual water carnival which will be held in fall.

PSI (Ohio Wesleyan University)

Lecture on and display of athletic equipment.

Lecture by Coach Augie Rios on, "First Year Experiences of the Coach."

Square dance session.

Panel discussion on, "Summer Employment of the Coach."

Initiation and Spring Banquet at which the HONOR AWARD will be presented to Brother W. C. Freeman and the Scholarship Key to Brother Robert McFarland.

ALPHA BETA (Penn. State College)

No report.

ALPHA GAMMA (Washington State College)

No report.

SIGMA ALPHA (Univ. of So. Calif.)

Set up and handle the officiating for intra-mural softball league.

Founders' Day celebration.

Orientation on Physical Education Department for freshman.

Semester Fraternity dance.

Sigma Alpha has set up a suggestion box in the office of the Physical Education Department to receive any ideas the physical education majors and/or other students have to offer for the betterment of the department.

Brothers set up and ran an intra-mural basketball league. Co-sponsor Alex D. Aloia has been a big factor in the successful recreation and intra-mural program at S. C.

ALPHA EPSILON (San Jose State College)

No report.

ALPHA ZETA (Boston University)

No report.

ALPHA ETA (Manhattan College, N. Y.)

Drafted new chapter constitution.

Spring "T" dance.

Guest speakers following several meetings.

Conducted a professional questionnaire.

Intra-mural competition.

ALPHA THETA (Utah State Ag. College)

No report.

ALPHA IOTA (Miami University)

Continued sale of basketball programs.

Sponsored the All Sports Show.

Sponsored several high school track meets.

Swimming meet.

Banquet at which the trophy for the most valuable basketball player was awarded.

ALPHA KAPPA (University of N. Dakota)

No report.

ALPHA LAMBDA (Wake Forest College, N. C.)

Speakers in connection with meetings.

Special and instructive movies.

Baseball clinic.

Founders' Day celebration.

Alpha Lambda sponsored a basketball officiating clinic attended by about 300 coaches and teachers of physical education. This successful venture encouraged the chapter to sponsor a baseball clinic on March 18.

SUGGESTION

It is hoped that next year the delinquent chapters listed under "NO REPORT" will send information to Mr. Schreiber before March 10 or could it be that they did not do anything worth reporting.

REMEMBER

After June 1, it will be 3747 Linwood Ave.

WHO'S WHO IN PHI EPSILON KAPPA

WILLARD WALTER PATTY

Born in Redfield, Iowa, Willard W. Patty received the A.B. degree from the Iowa State Teachers College in 1914, and the M. A. and Ph.D. degrees in 1920 and 1925, respectively, from the University of California, Berkeley.

He has had experience in coaching and in teaching in the Iowa Public Schools. He had charge of the Citizenship and Health Administration in the Berkeley Public Schools. Since 1925, he has been connected with Indiana University. He has served as Dean of the School of Health, Physical Education, and Recreation since 1946.

Dr. Patty has been an influential leader in health and safety in Indiana and the Mid-West as evidenced by committees for which he has served as chairman or has worked actively as a member. His influence has also been felt through his many writings. He has published articles in School and Society, Journal of Health and Physical Education, Indiana Teacher, Athletic Journal, Phi Delta Kappan, School Board Journal, Journal of Educational Research, School Administration and Supervision, and others. He is the author of a text entitled, *Teaching Health and Safety in Elementary Grades.*

He is a life member of the National Education Association. He has served as National President of Phi Delta Kappa and as Member-At-Large for the Mid-West Physical Education Association. He was elected Fellow of the AAHPER in 1942. His name is listed in *Who's Who In America, Who's Who in American Education, Leaders in Education, Who Knows and What,* and in *The International Blue Book.* He was a recipient of the Phi Epsilon Kappa Service Key which indicates further his right to be mentioned in Who's Who in Phi Epsilon Kappa.

Workshop

(Continued from page 35)

3. Arrange for pupil panels to get their thoughts on what they think they need.
4. Arrange for opportunity in the Conference for people with individual problems to consult with specialists.
5. Invite some parents to the Conference to get reactions and contributions to these problems.
6. Contact members for interest topics ahead of conference and have discussion topics set up before meetings convene for ecenomy of time, better organization and special interest subjects.
7. Arrange for more workshops over the state in the various areas or regions.

The general impression of the 100 members attending these meetings was that the whole Conference was successful; that it was very valuable and beneficial to them; and that there should be follow-up conferences similar to this one which would go deeper into the problems discussed at these sessions.

Children Safe?

(Continued from page 45)

27. Attend and participate in conferences and training classes for school bus drivers which may be held in your vicinity, and be prepared at any time to pass successfully a reasonable examination concerning traffic laws, state and county transportation regulations, driving ability, first aid, and any special physical examination, when such examinations are requested by the Superintendent of Public Instruction, or other authorities.

The school administration has the responsibility of organizing school bus patrols, selecting a teacher-supervisor, and providing for training of the patrol members. It should also be a part of the school educational program to teach all pupils safety in regard to school buses as well as playground safety, safety in the building, safety going to and from school, and safety at home.

Discussion Questions

. How many accidents to school children were there in your community last year?

2. How many teen-agers were involved in automobile accidents?

3. Do all drivers of motor scooters have licenses to drive?

4. Does your high school offer a course in driver training? With a dual-control car?

5. Is your school a member of the National Safety Council? (Dues are $5 a year for which the school receives many services).

6. Does your school have a safety patrol?

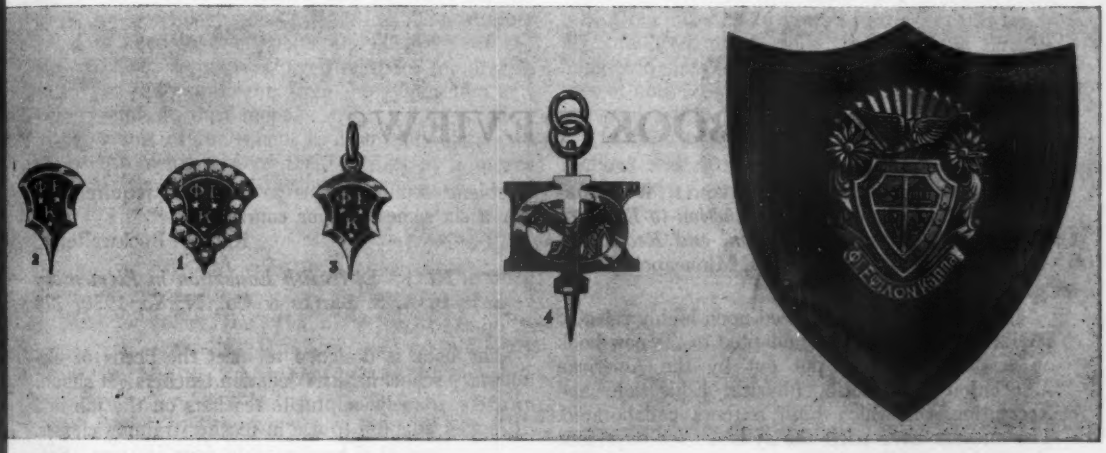
7. Is the playground apparatus at your school checked periodically?

8. Is the playground at your school supervised during recess and noon hour?

9. Does your school playground have an all-weather play area?

10. Have any of your teachers had training in first aid?

11. Are all standards and recommendations met in regard to the operation of school busses?



All Orders for Badges and Keys Must be Sent to Your Executive Secretary in the Central Office

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INDIANAPOLIS INDIANA

RECENT ARTICLES

SOLOMON, BEN; "Recreation and Delinquency," *Journal of Educational Sociology,* Volume 21, No. 5, January, 1948. pages 284-290.

Mr. Solomon offers many reasons why recreation cannot cure delinquency. He points out that recreation can help. It might even do a better delinquency prevention job if recreation could procede along the seven lines indicated below:

1. If we had more recreation available without cost to the participants.
2. If we had year-round programs of recreation.
3. If we could interest more of those who do not participate and stay away.
4. By having superior leadership.
5. By glamourizing the teen-age program.
6. By providing more programs for little girls age 5-10.
7. By giving recreation an adequate trial.

Vernon Lapp

HARBIN, E. O. The Church and Recreation; *Journal of Educational Sociology;* Vol. 21, No. 5, January, 1948, pages 279-284.

The writer of this article takes the view point that, what youth does is the churche's business and he points out what some churches are doing along this line. Before church recreation can successfully proceed he points to three basic needs: an adequate philosophy of church recreations—an attractive program of recreation—and intelligent and skilled leadership. The skilled leader knows what he is doing, how to do it, and why he is doing it.

Vernon Lapp

BOOK REVIEWS

BOOKWALTER, KARL W. and CAROLYN W. BOOKWALTER, *A Syllabus for Introduction to Research in Health, Physical Education, and Recreation,* Burgess Publishing Company, Minneapolis, 1950. (Approximately 90 pp.)

An eclectic work book based upon highly selected references. It is especially adapted to the new book on research methods, put out by the American Association for Health, Physical Education, and Recreation, on which both authors collaborated. The authors have tried the syllabus for over four years with graduate students and this is the fourth edition.

Nature and Purpose of Research; Selection and Definition of a Problem; Problems in Health, Physical Education, and Recreation; Using the Library in Research; Standards for Written Work; Philosophical, Curricular, and Historical Research; Survey Research; and Analysis and Interpretation of Data are the unit titles in the order given.

Each unit has a topical outline with specific pagination, guiding questions, selected unit references, and an objective unit test of 80 or more items (page references are provided for locating the specific item answers.)

The syllabus is based upon a three semester hour course but could be enriched and included with a problems seminar so as to meet the requirements for a six semester hour course.

Karl W. Bookwalter.

COOPS, HELEN L. *Health Education in Elementary Schools,* A. S. Barnes & Co., N. Y., 1950. 279 pp. $3.50.

The book is designed to meet the needs of elementary school health education teachers. It should prove extremely helpful to teachers on the job and it is well adapted to use in teacher training classes.

The material is presented in four sections. Section one deals with Health Education and Modern Living. A dramatic presentation of health education from the point of view of the adult serves to introduce the subject. The reader is brought face to face with some health attitudes and practices of various characters selected to represent real life situations. The use of illustrations, cartoons, and quotations from newspaper and magazine advertisements adds enjoyment to the reading and enables the author to make her point.

Section two reviews Health Education in American Schools. It is a straight forward discussion of the organization and planning of a well rounded school health program, including a brief review of the development of the school health education program.

Section three treats School Health Activities or problems related to planned learning experiences. It is intended to stimulate activity planning. Some actual experiences are related along with suggestions of fertile areas. A brief discussion of the nature of learning serves to introduce this unit.

Section four is devoted to the consideration of School Health Education Units and practical instructional materials. A general discussion of unit planning is followed by the presentation of sixteen teaching units which were developed in different schools. Two units are presented for each grade in the elementary school.

The selected bibliography and selected list of agencies furnishing printed materials, audio-visual aids, and professional services should be helpful. The book is indexed.

J. K. Rash

ENGLEHARDT, N. L., N. L. ENGLEHART, JR., and STANTON LEGGETT, *Planning Secondary Schools*, Reinhold Publishing Corporation, New York, 1949. 252 pp. $10.00.

A book written for educators and architects which gives basic principles and practical suggestions for secondary school facilities. The authors seem to keep in mind plans for efficiency of the school. Consideration is given to space for diverse activities and equipment, from the gymnasium and playgrounds to dust mops.

Each unit of the school is discussed relative to design problems, use of the facilities as a means of educating, administration, maintenance, and teaching ease.

Carolyn W. Bookwalter

EVANS, RUTH, and LEO GANS. *Supervision of Physical Education*. New York: McGraw-Hill Book Company, Inc., 1950. 293 pp. $3.25.

This is another book in the new McGraw-Hill Series in Health Education, Physical Education, and Recreation, and is the first book to come to the attention of the reviewer in the area of supervision in physical education. The two authors in terms of experience, appear to complement each other. Miss Evans has had both administrative and supervisory experience in physical education, While Mr. Gans is a secondary school principal whose experience has been in a broader sphere. Together, they form a team which combines the theoretical with the practical know-how.

The goals the authors had in writing the book were to "furnish the means by which supervisors of physical education may improve professionally; clarify, in the interest of better personal relationships, the principles and techniques of effective supervision for teachers of physical education; and provide teacher-education institutions with a book for use in courses relating to physical education."

Such topics as: the teacher, organization for effective supervision, different types of supervision, and special chapters on supervision in the elementary school, and in the secondary school, give some indication of the scope of the text. Other chapters which contribute to the general feeling that this is well-written, helpful book, are: supervision of student teaching, professional qualities and preparation of supervisors; the supervisors office, and, next steps in supervision.

The book is easy to read, and has excellent summaries at the close of each chapter. The questions there, under "topics for discussion" followed by selected references, all make for a usable text. Anyone concerned with supervision will derive much help from this book.

C. O. Jackson

LIPOVETZ, FRED JOHN, *The Teaching and Coaching of Swimming, Diving, and Water Sports* (Revised), Burgess Publishing Company, Minneapolis, 1949. 169 pp. $3.00.

The material in this usable book is divided into five sections: General Theory and Practice, Teaching Swimming and Swimming Strokes, Diving, Water Sports, and Appendix. The teaching hints reflect the author's 26 years of experience in teaching and his contacts with chemistry and physics. Suggested class lessons, as well as suggested schedules of activities for varsity swimmers, and care of the pool are included.

The book is readable and is well illustrated with pictures and detailed sketches. Tables for scoring diving and swimming and the directons for a number of games add to the value of the whole book.

Carolyn W. Bookwalter

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION, *Forty-Ninth Yearbook*, Part I, *Learning and Instruction*, (Nelson B. Henry, Editor), University of Chicago Press, Chicago, 1950. 352 pp. $3.50.

A distinctive feature of the book is the application of pertinent principles of learning to instructional problems. It is the product of such outstanding educators as G. L. Anderson, A. I. Gates, E. R. Hilgard, D. H. Russell, C. E. Ragsdale, W. A. Brownell, G. Hendrickson, Dale B. Harris, Carolyn Tyron, W. E. Henry, J. L. Mursell, R. L. Thorndike, W. H. Burton, E. J. Swenson, G. M. Wingo, H. E. Thelen, R. W. Tyler, G. Whipple, and R. Gilchrist.

The general nature of learning and motivation in school learning comprise Section One. How children learn the motor types of activities; information, concepts, and generalizations; interests, motives, and attitudes; how children learn personal and social adjustment; aesthetic responses; principles and techniques of problem solving comprise Section Two.

Section Three is on applying principles of learning to the improvement of instruction at different

levels of school work such as organization of instruction, early elementary teaching, upper elementary teaching, and the improvement of high school instruction.

The last and fourth section deals with psychology of learning and teaching procedures.

Karl W. Bookwalter

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. *The Forty-Ninth Yearbook, Part II, The Education of Exceptional Children,* The University of Chicago Press, Chicago, 1950. 350 pp. $3.50.

This is a product of a committee of the Society. Section I deals with General Concepts and Problems, including basic facts and principles underlying special education, administering the special services for exceptional children, identifying and diagnosing exceptional children, growth patterns of exceptional children, guidance for the exceptional child, education of teachers of special classes, and parent's problems with exceptional children.

Section II deals with the Nature and Needs of Specific Groups including teaching the visually handicapped, teaching the acoustically handicapped, teaching children with speech handicaps, teaching the orthopedically handicapped and the cardiopathic, special education for the epileptic, the tubercular, and children with glandular disorders, special education for the mentally handicapped, special education for the gifted child, special schools and classes for the socially maladjusted.

Section III takes up Some Future Developments —the prevention of handicaps in children and needed projects and research in special education.

This book should furnish a valuable guide to teachers, school administrators and supervisors, and to parents of children requiring unusual educational programs and facilities. Each chapter has been written by one or two specialists in the particular phase of education for the handicapped.

Carolyn W. Bookwalter

PERKINS, LAWRENCE B. and WALTER D. COCKING, *Schools,* Reinhold Publishing Corporation, New York, 1949. 264 pp. $10.00.

This is a clearly written and well illustrated book dealing with facilities of all levels. Seven pages are devoted to facilities for health and physical education in which there is some discussion of the playroom, gymnasium, lockers and showers, fieldhouses, swimming pools, and health education service.

The material in the book is taken up logically as one would begin building—a meeting of the community to discuss plans for a new school, selecting the site, general aspects of educational buildings, classrooms and related spaces, shops and laboratories, building service facilities, technical aspects of educational buildings, equipment for schools, and a look to the future with a chapter on "Then—Now —Eventually."

The prolific use of plans and pictures of school buildings adds much interest to the book.

Carolyn W. Bookwalter

TORNEY, JOHN A., *Swimming,* McGraw-Hill Book Co., New York, 1950. 315 pp. $3.50.

The history of swimming introduces the text. In the discussion of the importance of swimming, the author suggests that swimming be taught to the elementary school age child if the facilities are available. The author has made the text a very comprehensive one—considering abilities from the non-swimmer to the varsity competitor.

Techniques are well and fully described. Types of programs, as intramural, varsity, beach, and camp programs, are discussed. The chapter on testing gives suggestions for possible tests and their uses. The discussions of administration, care and maintenance of pool facilities are practical. The chapter on games includes 15 games and contests, 20 stunts, and 20 relays and races.

Carolyn W. Bookwalter

WELLS, KATHERINE F., *Kinesiology: The Mechanical and Anatomic Fundamentals of Human Motion.* W. B. Saunders Co., Philadelphia, Pa., 478 pages, $4.75.

To the teacher and student who has been searching for a single basic and comprehensive text on kinesiology, this book fills a long-felt need. First conceived as an unpublished handbook-laboratory manual for the author's classes at Wellesley College, the final book bears the marks of having been tried and tested in class room and laboratory situations. Although the book's major emphasis is upon the applied and practical, the author has not failed to extract the basic principles from the particular application and to present them in a form readily understood.

The book is divided into four parts. The first part deals with the mechanics of human motion, the second with the anatomic aspects of human motion, the third with motor skills and their basic principles, and the fourth with applications of kinesiology to thereapeutics and conditions, to teaching sport techniques, to the techniques of physical and occupational therapy, and to daily life skills.

Each chapter contains an extensive bibliography and suggested demonstrations and laboratory exercises. The numerous illustrations, nearly all original drawings, should prove helpful in understanding the text.

Arthur Slater-Hammel

3

SYMPOSIUM ON PUBLIC RELATIONS— A TWO-WAY STREET

By PHI EPSILON KAPPA
Pre Convention Meeting, American Association
for Health, Physical Education and Recreation,
Dallas, Texas, April, 1950

INTRODUCTION

W. K. STREIT
Director of Physical Education
Cincinnati Public Schools

Public relations seeks to bring about a harmony of understanding between any group and the public it serves. In our case, it is the tremendously important and growing field of health, physical education and recreation which operates as an integral part of the total educational program. And because its contacts with the public are usually more frequent and more down to earth than most other subject fields, our responsibility is that much greater. It involves far more than publicity or interpretation. It is a two way process, a two way flow of ideas. It means genuine cooperation in planning and working for good schools, with the public giving as well as receiving ideas.

Did today's adults enjoy physical education when they were in school, or were they bored with the program? What is the reaction of today's youngsters? They and their parents are our customers, and while they can't all be satisfied, a substantial majority must be. If not, we are either failing at our task or our objectives are wrong.

The greatest single factor contributing to good community relations is good teaching. A well-developed physical education program gives tone to the entire school. It is a foundation stone of the curriculum. Because all pupils of the school are involved in the program several times per week, because of the greater informality of the gymnasium and playfield, and because of the community contacts through athletics, physical education demonstrations, play days, May days, health examinations and follow-up, the physical-education teacher occupies a strategic public-relations position in the school second only to the principal. Therefore, in addition to conducting a good teaching program, the physical educator has at his disposal many means of developing favorable or unfavorable attitudes toward health, physical education, and athletics, toward the school and the school system, and toward education in general. It is well for the teacher to be conscious of his position of influence in the school and in the community, and to act accordingly.

Parents are the school's best salesmen and liaison officers. If they are interested in the school, they talk to friends, fellow employees, and neighbors about it. If they like the school and respect its program, they take special interest in its support. They take pride in it and tell about its good features. By the same token, if they dislike the school, they let neighbors know that fact in no uncertain terms.

Therefore, it is exceedingly important that the administrators and teachers do their educational work well. It is important that they cultivate the interest of parents.

Participation in community religious, welfare, fraternal, political and cultural groups will serve to bring the school person close to the dynamic currents of the community's life, and will have the effect of making him more truly a community member in the eyes of his neighbors and patrons. Fully as important is his opportunity to develop himself further as a well-rounded person, and to grow in his leadership ability. Leadership is a social process which involves relationships with people. Any growth in leadership ability therefore implies growth in ability to work with people. It is important that the teacher be a model of good character, clean living and clean speech. Lacking in these qualities, he has little chance of becoming a respected leader.

There are no pat formulas for good public relations. There are no master public relation programs that can be installed bodily in a school system. However, there are widely recognized and validated principles of good public relations. These should be studied and then applied to suit the varying needs of the staff, the school system and the community.

From top to bottom of the teaching and non-teaching staff, every contact with pupils, parents, and community builds either positive or negative attitudes towards the schools, toward education and toward teachers.

Do boys and girls, mothers and fathers understand what we are trying to accomplish in our day to day activities? Have we taken them into our confidence and made them a part of the program? Have we sought to establish favorable attitudes? Have we maintained a continuous program of interpretation and cooperation between home and school? Do we know and serve the interests of the various "publics" in the community? Do you have a friendly school in which the public generally finds a cordial welcome?

These are some of the questions with which the members of our symposium will deal as they discuss the subject, *Public Relations—A Two Way Street.*

INTERPRETING PHYSICAL EDUCATION TO THE SCHOOL ADMINISTRATOR

CARL F. TRIEB
Occidental College
Los Angeles, California

For one person to attempt in ten minutes to do what the profession at large has not succeeded in doing in almost as many decades is a bigger job than any of the labors of Hercules. I have been given the assignment designated "Interpreting Physical Education to the School Administrator," a topic equivalent to an exposition of the philosophy, content and methods of physical education in all of its aspects. This is no light task, or, rather, it would be a lighter task if there was unanimity of agreement in the profession itself as to what physical education *is*, of *what* it is composed, and *how* it should be taught. Perhaps the first thing which should be done, before an attempt is made to interpret physical education to others, is to resolve and reconcile differences in thinking and in doing within the profession in order to avoid the contradictory viewpoints which otherwise come to the attention of the very administrators whom we are trying to convince of the worth of our work. The apparent and real absence of uniformity in the philosophy, content, and method in physical education should be no deterrent, however, to continued effort to show what physical education has done and what it is potentially capable of doing. In the sense that education, like Caesar's wife, is not above reproach, so neither is physical education, and this is frankly admitted. To be blind to its own shortcomings would be an admission of stagnation and serve only to hinder further progress.

A frequently heard comment made by teachers of physical education is that "the administrator gives them and their program no support." This purported lack of support may take any of many forms: inadequate budget, insufficient facilities, too large classes, too little class time, too much responsibility with too little authority, and failure to "back up" the teacher in disciplinary problems —to mention but a few. No doubt administrators as a class occasionally are remiss in discharging *their* full responsibility to physical education, and often for good and sufficient reasons, did the physical education teacher but take the trouble to find out what they are. But what has *he*, the teacher, done to convince the administrator that he and his program should have support? Has he "sold" the administrator on physical education by organizing and conducting a program which objectively demonstrates its educational worth and which justifies its monetary cost? Has he "educated" the administrator by showing that physical education is an integral part of total education? Has he presented facts and arguments designed to support the contention that physical education contributes its share to the complete development of children?

Probably not, and perhaps mainly because he has no such program or facts or arguments. The principal, if not the sole, medium upon which he relies for student-body, faculty, administrative, and community support is the competitive athletic program. For him, and for them, this too frequently *is* physical education. As long as his teams are at least reasonably successful he will be credited with doing a satisfactory job and will therefore be little concerned with providing a program for the much larger percentage of pupils who do not engage in competitive athletics. The real need would seem to be to interpret physical education to the physical educator, and especially to the men who are employed at the secondary level.

For the purposes of this paper, however, we must assume that it is the *teacher* "who knows the answers" and the *administrator* who needs to be told what they are. Approaches which can be used for this purpose may conveniently be categorized as the legal approach, the philosophical approach, and the educational approach.

THE LEGAL APPROACH

Physical Education May Be Interpreted As A Legal Mandate. Should it happen that a given school administrator is uncooperative, recalcitrant, or negative to any requests or suggestions for or relating to the inauguration of a physical education program, recourse should be had to the law or laws which are prescriptive. For example, Section 10124 of the Education Code of the State of California states, "*All* pupils enrolled in the junior and senior high schools *shall be required* to attend upon the courses of physical education for an *instructional* period in *each* school day which *shall be not less than* the length of the regular academic periods of the school." When the law is so stated physical education may be interpreted as a *legal mandate*, with no options permitted the administrator. He must conform to its provisions or suffer some

penalty elsewhere prescribed, usually the withholding of state money for school support.

It should be noted, in the code section just quoted, that *all* pupils *shall be required* to have *daily instruction* in physical education. Not *some* pupils, but *all;* not if the administrator *wants* to, but because he *must;* not *occasionally,* or at irregular times, but *daily;* not a *free play* period or a supervised athletic period, but an *instructional* period. This is obviously the least desirable approach to use since it represents a form of duress which makes the administrator accept physical education against his will. He will tolerate it as a necessary evil, but he is hardly likely to be enthusiastic in his support of it. It should be used only as a last resort and when all other means have failed.

Physical Education May Be Interpreted As A Legal Sanction. Let us suppose, on the other hand, that the administrator displays a willingness to introduce physical education into the school curriculum but is doubtful if this can legally be done. Reference to the laws governing education may disclose permissive legislation of the kind represented in Section 10521 of the Education Code of the State of California, reading, "In addition to other subjects of instruction each high school course of study *may* include training in athletics, military drill and tactics . . . for which credit *may be* given as part of the high school work . . ." Such wording of the law states, in effect, that *if* the school administrator wishes to do so, and if he can find the money to do so, it is permissible to include athletics and military drill, or other subjects, into the curriculum, for which credit may be given. It is reasonable to suppose that the administrator who is seeking authorization for a proposed program of physical education already has a favorable attitude toward it without necessarily being convinced that it should be permanently retained. There still devolves upon the program, once established, the need for proving its right to survive.

In this connection it should be cautioned, however, that good legal doctrine stipulates that permission must be specifically granted and not tacitly assumed. The law must compel or must permit positive action; action may not safely be taken if the law is silent on a point.

The Philosophical Approach

Physical Education May Be Interpreted Philosophically. If physical education merits the time, facilities, personnel, and money necessary to its proper conduct it must demonstrate that it has a foundation in common with that which supports the conventional academic educational structure; that is, a philosophy which deviates in no important essentials from the philosophy of education. Although this may appear self-evident to the physical educator, he must remember that the administrator, who has frequently climbed the educational ladder through the academic field, is to be forgiven if it is not equally obvious to him. It is the job of the physical educator to *make* it obvious. He must seek to convince the administrator that physical education is an applied art, based on the sciences of biology, sociology, and psychology, which takes from each of these disciplines the facts and principles relating to the nature of the individual and society and which attempts, through the medium of the tools at its disposal, to effect individual and societal changes which are consonant with the stated objectives of education in a democratic society.

He should point out that physical education *has* a philosophy, which includes its principles and its aims and objectives; that it *has* a content which requires psychological as well as physical activity; that it *has* method, or rather, methods, ranging from the completely informal approach to the formal, teacher-controlled situation; that it *has* standards, related both to the quality and quantity of performance; that it *has* competent, altruistic and inspired leadership to give it that direction which will best insure the realization of its potentialities. That it does not have all of these qualities in maximum—even in optimum—amount is not to be wondered at, considering its infancy, the obstacles it has had and still has to overcome, and the fact that it is still too dynamic in character to have permitted itself to crystallize into the traditional pattern of some of the academic subject-matter fields.

Contemporary education is predicated upon the organismic concept, as reflected in the statements that "the whole child goes to school," and, that we must concern ourselves with the "total personality of the individual." Although but recently adopted by education, the view that the child is not separable into body, mind, and soul has long been held in physical education. It would be nearer the truth to state that education has enlarged *its* horizon to include truths self-evident to physical education than to insist that physical education, as an educational infant, is beginning to achieve a mature conception of its responsibilities in this direction. Physical education not only is a *part of* education, it *is* education; it is education both *of* the physical and *through* the physical.

But calling it so does not make it so and of this I am well aware. To have it become what it is capable of becoming, to have it do what it is capable of doing, to have it supported administratively in the degree to which it should be supported, it must take stock of its weaknesses with

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SKI ACCIDENTS

W. NADINE MALM
Wellesley College

The number of skiers in America is increasing annually. Correspondingly, the number of accidents is increasing. Although no valid statistics have been kept over a period of time, it has been estimated that before World War II the number of skiers in this country ranged from two to three million persons. Since the war the rate has almost doubled. This is apparent from the over-crowded conditions at all resorts, from the manner in which facilities have been overtaxed, and from the opening of new areas to take care of this demand. Because so many people are skiing, because the accidents are increasing, because this is a situation not only of present but also of future concern, this study was made. The problems involved were the following: (1) to determine the accident rate in skiing, (2) to determine the reasons for these accidents, and (3) to set up recommendations and standards for ski accident prevention.

All data for this paper was collected through letter interviews, personal interviews and search of available literature. As national statistics were incomplete, letters were sent to the following to obtain as much statistical information as possible about the subject: the President of the National Ski Association, the Chairman of the National Ski Patrol System, the Medical Chairman of the National Ski Patrol System, divisional chairmen of the National Ski Patrol System, the American Red Cross, the National and Regional Winter Use Committees of the National Park Service and the United States Forest Service, the California Chamber of Commerce, Superintendents of the National Parks, ski resort owners and doctors, paid leaders of Ski Patrols, and other individuals interested in skiing and safety. Replies were received from thirty persons.

Personal interviews were held with the leader of the Sun Valley, Idaho, Ski Patrol, the doctor at the Sun Valley hospital, the rangers in charge of winter use at Yosemite, California, and the California Regional Forester of the United States Forest Service.

Further material relative to the subject of ski accidents was found in secondary sources such as ski and safety literature and the official publications of the National Ski Association or its divisions: the *American Ski Annuals*, 1934-49; and the magazines, *Ski Illustrated, The Skier, Ski,* and *Western Skiing.*

Tables were compiled from the ski accident statistics obtained to show the trend in ski accidents. These findings were analyzed and recommendations made to eliminate ski accidents. The tables were compiled from the annual reports of the National Ski Patrol Medical Committee for the 1946-47 and 1947-48 ski seasons, the Denver Ski Patrol for the 1947-48 ski season, the Stevens Pass Ski Patrol for the 1946-47 and 1947-48 ski seasons, and the National Park Service, Region 4, Winter Use Committee for the 1946-47 and 1947-48 ski seasons.

Although skiing is believed by some to be a dangerous sport, surveys have been made at various ski areas which show the accident rate to be lower than usually expected. The national estimates for the 1947-48 ski season range from a low of one accident per 544 skier days at Snow Basin, Utah (18/10,000) to a high of one accident per 150 skier days, (67/10,000). The average results for over three thousand injuries was one injury per 189 skier days, (53/10,000). During the 1946-47 ski season for a much smaller reported group, the rate was one injury per 250 skier days, (40/10,000).

The majority of ski injuries are sprains. Between 48% and 62% of the injuries are of this type. Other types of injuries, in order, are fractures, punctures and lacerations, dislocations, bruises, burns, concussions, strains, incisions and abrasions.

The ankle is the most vulnerable part of the body in both sprains and fractures. The lower part of the body is most often injured in ski accidents.

Faulty skill faulty snow, faulty judgment, inexperience, fatigue and physical unfitness, collision with another skier, faulty equipment, obstructions and poor trails, poor visibility and ski tows all contribute to ski accidents. The condition of the snow is more important than the visibility. The novice skier experiences more accidents than any other type of skier. A large percent of the injured skiers have never had ski lessons.

All types of injury except ski pole injury occurred most frequently on packed snow. Ski pole injury was most frequent in powder snow. Injury occurred in all types of snow; wet and heavy, powder, icy, breakable crust, and soft snow being the media most often involved, in that order.

It was found that the lower part of the body, usually the ankle, knee and lower leg, in that order, was the most vulnerable part of the body for injury caused by skiing. The types of injury

most often incurred were sprains and fractures. The reason for this is the following.

When the skier falls very often a ski is caught in the snow. Any rotational movement will result in strain or fracture of the ski or leg. The leverage action of the ski upon the body will cause a great many of the injuries. As the arm hits the hill it can twist free without resulting injury in most situations.

There are three possible reasons why more skiers are injured on gentle slopes than on steep slopes: (1) of the total number of persons who ski, the greater percent are novice skiers who ski on gentle slopes, (2) most accidents occur to the novice skier who is skiing on a gentle slope, (3) the force of impact on the body, due to the pull of gravity is greater on a gentle slope, other factors remaining constant, than on a steep slope.

There are two reasons for accidents happening in confined areas or narrow trails: (1) the skier is unable to ski well enough to avoid the objects surrounding the trail or (2) trees or other obstacles are in the path of the falling body which is moving down the hill.

Visibility seems to have little effect upon the accident rate. The reasons for this are twofold: (1) fewer skiers ski during stormy weather, (2) skiers, as a rule, are more careful when visibility is poor.

The results indicate that the condition of the snow is more important in causing injury than the weather. When considering faulty snow it is referred to as change in snow, lack of snow and types of snow. What one skier considers to be poor snow another will judge as excellent. This depends upon the experience of the skier and the type of snow upon which he is used to skiing.

The change from a shady, icy spot into a sunny spot with heavy snow will cause accidents because the skis are suddenly slowed down by the change in the snow condition or because an edge of the ski will be caught in the heavy snow with a fall resulting. When a skier skis on a new type of snow upon which he is not confident he becomes worried. The worry brings on tenseness which results in inaccuracies of skill and the resulting fall which may lead to injury.

It should not be inferred that packed snow is more dangerous to ski upon than other types of snow because more accident occur on packed snow. It must be realized that most skiing is also done on packed slopes. At Stevens Pass, 38% of the injuries occurred on packed snow, whereas over 75% of the skiing is done on this type of snow.[4] It would tend to show, then, that packed slopes are relatively safe places to ski.

Packed snow is considered to be the best medium upon which to ski. The snow is firm and the skis slide over the top of the snow. The skier does not need to be concerned about hidden obstacles under the snow. There are four reasons why wet, heavy snow is relatively dangerous to ski upon. (1) As the skier turns there is both a forward and sideward push against the snow. The skis are not running on top of this snow but through it with the resulting force between the side of the skis and the foot of the skier and the heavy snow. With the heavy snow, therefore, there is chance for the skier to be tripped by this force with a fall resulting. (2) If the skier does fall there is danger of catching a ski in the heavy snow, resulting in a twisting of the leg. (3) The ski is hidden from view and can easily be stopped by hidden obstacles, tripping the skier. (4) The tenseness which appears when worrying about the snow will cause some falls. It would seem reasonable, then, to expect that a greater percentage of skiers skiing in wet, heavy snow will be injured than for the same number skiing on packed snow.

In powder snow, the skis are hidden from view for they sink several inches below the surface; therefore, there is a possibility of hitting hidden objects. Many accidents occur in this type of snow because of the feeling of insecurity of the skier when the skis are covered and the snow is new. There is little possibility of catching a ski in icy snow although, if a ski is caught, it is almost impossible to free it. It is easy to lose one's footing on this type of snow and many falls result. Few accidents occur on breakable crust or soft snow because few people venture into these types of snow. The breakable crust and soft snow condition is more difficult to ski upon than packed or powder snow and is not as injurious to the skier as wet, heavy snow.

The majority of the injured persons are novice skiers. The main reasons for their injuries are inexperience and ignorance. The skier who has not had instruction and does not know how to handle himself on the slope, especially during changing snow conditions, is not only more likely to get hurt himself but will hinder the skiing of others who are skiing in the vicinity. A person who cannot swim seldom considers swimming in deep water whereas the person who cannot ski too often attempts skiing on steep slopes.

Although the expert skiers who are injured are few and the percentage of skiers who could be classified as expert is also small it should be realized that expert skiers do have accidents. The three reasons for these accidents are: (1) racing, (2) carelessness, and (3) victim of circumstances —caused by a novice skier, avalanche, etc.

A large number of accidents are due to fatigue and poor physical condition. It is believed by some persons that an important cause of fatigue is

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THE THIRD PAN-AMERICAN PHYSICAL EDUCATION CONGRESS

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University of Puerto Rico

Representatives of all the American countries will formally meet next October in Montevideo, Uruguay, for the third time in the last ten years, in an effort to reach an agreement on the basic assumptions underlying physical education in the Western Hemisphere. Sponsor of the Congress will be the government of Uruguay, through its National Physical Education Commission; which has undertaken the organizing and conducting of the continental assembly. Sr. Luis Franzini will preside, while Professor Raul V. Blanco, who first conceived the idea of such a project and has been appointed secretary-general, will be in charge.

Each country may send four official delegates to the Congress, but any other person working in the field of physical education or an allied field, may submit papers for consideration and may attend the meetings. Official delegates will be considered, on the basis of one each for each field, those representing the government physical education agency, the teacher training institutions, the associations of physical education teachers, and the physical medicine group. Their expenses at Montevideo, while the Congress is in session, will be met by the organizing committee. Official invitations to all countries have been extended through the foreign affairs office of the Uruguayan government.

Topics for discussion have been grouped under the following general headings: I—Educational Principles and Methods of Physical Education; II—Biology, Medicine, and Science Applied to Physical Education; III—Organization and Administration of Physical Education and Recreation; IV—Educational Philosophy and Educational Sociology Applied to Pan American Physical Education; and, V—Sports and Free Topics.

Under the first heading will be included such problems as the basic principles of physical education, problems of method, grouping, length of classes, meetings per week, etc. Under the second heading will be discussed problems dealing with corrective physical education, health education, physiology, hygiene, safety and first aid, anthropometry, physical medicine, kinesiology, and other related subjects.

Topics to be considered under Organization and Administration will include: physical education for the pre-school child; physical education in the elementary schools, junior high schools, high schools, colleges or universities; physical education for handicapped groups, such as cerebral palsey, poliomyelitis, the blind, hard of hearing, etc.; physical education as applied to reform schools, prisons; statistics, norms, etc. Problems pertaining to recreation, such as; facilities; city, state and national organization and planning; rural recreation, camping, will be discussed. Also included here will be those problems dealing with physical education for women.

Under Philosophy and Sociology applied to Pan American Physical Education, will be considered a number of important problems. Among them are, teacher certification, international recognition, the exchange of teachers and students, scholarships, research, teacher training programs, etc. While under Sports and Free Topics will be considered problems dealing with players, coaches, spectators, publicity, sports organizations and associations, etc.; and any other matter not listed under the previous headings.

Besides the discussion of papers submitted under the topics mentioned above the Congress will go over unfinished business from previous meetings and will analyze previous agreements not yet put into action. Among the latter will probably be included the Pan American Institute, an organization created by the Second Congress to give continuity and to implement the work of the Congress; one of its immediate objectives being the publication of a journal.

As part of the Third Congress an exhibition will be held portraying the progress made in the field of physical education in the American countries.

Needless to say there are innumerable possibilities for action of a constructive nature in a movement like this, especially at present when the world seems to be dominated by suspicion and greed. We of the Americas, are working for the betterment of our fellow men through the medium of physical education.

DESTINY lurks around the corner ready to flatten the ears of the team of miracle men whose chests have begun to cut off the view of their feet.

QUOTES AND HIGHLIGHTS OF THE DALLAS CONVENTION

American Association for Health, Physical Education and Recreation
W. K. STREIT
Cincinnati Public Schools

Over two thousand delegates attended the 55th Convention of the AAHPER at Dallas, Texas, April 18-22, which featured as its theme "Round-Up on the Range."

Copies of the "Proceedings" were available in June and were edited by R. T. DeWitt, George Peabody College, Nashville, Tennessee. Cost $1.75.

Round-Up Night at Dal-Hi Stadium with its outdoor barbecue, Cowboy music, whip cracking, precision drill by 48 Kilgore Junior College girls, square dance on horseback, souvenirs, entertainment and dancing, had all visitors braggin' like Texans.

Dr. Carl Nordly, University of Minnesota, presented an unusually fine convention program to culminate his year as president. The Dallas teachers presented him with a complete cowboy outfit.

Dr. Dorothy Ainsworth, Smith College, took over the reigns at the final session and Dr. Frank Stafford, U. S. Office of Education was installed as president-elect.

The new vice-presidents are Dr. George Stafford (Health), University of Illinois; Dr. Lloyd Jones (Physical Education), Penn State University; Julian Smith (Recreation) Michigan. The vice-presidents elect are Helen Starr, Elsa Schneider and Sterling Winans.

A. A. Buschmann, local convention manager, and his large staff of assistants received high praise for conducting one of the best of our national meetings.

It will be Detroit in 1951, Los Angeles in 1952 and beginning in 1953 national convention will be biennial.

Phi Epsilon Kappa's contribution of a pre-convention meeting on "Public Relations, A Two Way Street" was well received.

Honor award citations were made to Dr. Eleanor Metheny, Dr. Ben Miller, Dr. Lloyd Jones, Dr. Leonard Larsen, Dr. Gladys Scott and Dr. Elizabeth Kelly. The Gulick Award sent to Elizabeth Burchenal and the Anderson Award to Dr. Hugh Masters of the W. K. Kellog Foundation.

Col. Earl Klinck, former teacher at Hughes High School, is now head of the Army Field Forces Physical Training School at Ft. Bragg, North Carolina. He attended the convention and met with the Armed Forces Committee of the Association of which Dr. A. A. Esslinger of Springfield College is chairman.

Dr. Arthur Steinhaus of George Williams College discussed the physiology of exercise and asserted that the program of physical education made a number of contributions toward health in *Refreshment*, mild musclar activity in overcoming fatigue in sitting quietly as a 7th inning stretch;

Flexility, when joints are exercised over their full range, stiffness is prevented, adhesions discouraged;

Strength, muscles grow larger and stronger when you make them carry heavier than normal loads;

Muscular Endurance, a strong muscle may employ its motor units in "shifts";

Circulo-Respiratory Endurance, if you will continue to exercise into your second wind, even though it takes will power, your heart; lungs and circulatory system will gain greater powers of endurance;

Corrective Functions, certain calisthenics will correct any tendency to use stronger muscles and to favor weaker ones;

Weight Reduction, it takes more than 5,000 push-ups or 43 one mile runs at 6 minutes per mile to burn up a pound of fat.

Pressures for building up elementary school competitive athletics are not coming from P.T.A.'s, Chambers of Commerce or Service Clubs, but from our own high school physical education men who think that they can build up championship high school teams in this way. Basic skills should be taught to all students, not just a few.—J. B. Nash, New York.

In Health Education, we need emphasis on improved teacher education including better in-service programs for teachers, techniques for work-

ing together, utilization of methods of presenting a program in which we believe and recognition of inter-relatedness of health problems in a given area.—Dr. Bernice Moss, Utah.

We are in the midst of learning how to have a high level of competence in a special area and at the same time to be a part of total education. Physical educators are closer to the classroom teacher than the superintendent, closer to the administration than the classroom teacher and as close to the community as any. Health and physical education teachers are in a strategic position to help all of education to be a team.—Willard Goslin, Pasadena.

One of the danger points in our citizenship education today is the cynicism of our people toward civic responsibility and civic duties. We have developed a national slogan which optimizes our failure to meet our civic duties. This slogan is "Why should I stick my neck out?" When this slogan is carefully analyzed, it means nothing more than a sit-down strike on good citizenship.—Dr. Homer P. Rainey, Missouri.

In the final analysis our democracy will succeed or fail dependent upon the quality of leadership that we can develop for it. The nature of democracy is such that it must function through leaders. The masses of our people are not able to understand our ideals as abstractions. They have to be made concrete for them and the only way that they can become concrete is for them to be reflected in the life and activity of our leaders. This places an enormous responsibility upon leadership. If our leaders default on their trusts and their responsibilities, this default becomes a socially disruptive force of tremendous consequences. I think this is what the poet, Robert Browning, had in mind when he wrote:

"A people is but the effort of the many
To rise to the completer life of one,
And they who live as models for the masses
Are singly more important than they all."

The effectiveness of the American Association for Health, Physical Education and Recreation in the final analysis depends upon the leadership which prevails at the "grass roots." The national association always has recognized the autonomy of state and district associations and in no way has it attempted to dictate to them. Nevertheless, to be of maximum service the national should assist the state and district associations whenever possible within the limitations of its budget.

"Jim was the unhappiest, the most defiant, and worst socially-adjusted child in our school for several weeks," the principal advised the administrator. "The teacher finally persuaded him to participate in a certain activity during her physical education period. Jim became interested; he found something he could do well, and he could be a part of the group. Jim is now a different individual; he likes school, does all of his work promptly, assumes responsibility, respects the rights and feelings of others, is a regular fellow, and is developing a well-rounded personality."

Human beings have certain needs which must be met if they are to have well-rounded, unwarped personalities. The needs for friendship, self-respect, freedom, respect for real authority, and fun or zestful experience are some which are considered "vitamins of personality."—B. C. Shulkey, Ft. Worth, Texas.

The profession needs to recruit higher quality personnel as teachers and administrators in order to raise the standard of teaching and representation of the profession before students, educators, and public.

Physical educators generally are widely and affectionately known in their communities but are peculiarly lacking in tools with which to sell the value of their profession. They are well adjusted extroverts, apparently content with their existence and are not rarely moved to promotional efforts toward wider acceptance of physical education in their schools or communities. A large majority work alone in primary and secondary schools cut off from professional contact other than as coaches and officials in minor athletic contests. It is in this area that physical education is weakest and where promotional efforts are most needed.

Technical efficiency in athletics, aesthetics in the dance, precision in gymnastics, winning teams in inter-school activities, and catering to strong, skillful students in plays and games may be valuable approaches, but they are not enough. Unless the physical welfare of each individual student is made a major issue and there is cooperation of all persons who are responsible, many needy students will be neglected.

Students who are below standard in health, benefit least from the large sums usually spent on equipment, personnel and activities for the limited number of physically elite.

Coaches should not be permitted to choose the best human material for winning teams, and then side-step responsibility for average and below average students. Nor should they give half-hearted lip service to the general health problems of the

school. Physical directors who develop and exploit the skills of the students to build up their own reputations while directly or indirectly neglecting needy average or poorly qualified boys and girls should be dropped.—Dr. C. L. Lowman, California.

A great challenge exists for those fortunate enough to be working with the elementary and junior high groups. The earlier that faults in body mechanics are discovered and their correction is considered, with methods designed to offset future trouble, the better will be the future fitness and efficiency of our children.

The Board of Directors took action in establishing a committee to begin preparation of the Association's Second Yearbook. The First Yearbook entitled, "Developing Democratic Relationships Through Health Education, Physical Education and Recreation" will be available early in 1951.

Inasmuch as one of the outstanding themes of the 55th Annual Convention of this Association was the realization of the need for cooperative efforts in the improvement of programs in health education, physical education and recreation at the elementary school level, it was resolved that the National Education Association and the American Association of School Administrators be informed that the AAHPER desires to go on record as favoring all constructive efforts that seek to improve these vital programs of education.

The Association pledged fullest cooperation and assistance in any way we may be called on in the Mid-century White House Conference on Children and Youth.

Support was given to the School Health Section of American Public Health Association in its action toward closer cooperation, specifically its suggestion that a joint committee, AAHPER, Health Division; APHA, School Health Section, and American School Health Association be established to determine more effective means of cooperation in their common objectives and programs.

The Joint Committee of the NEA and AMA was congratulated on the selection of the 4th edition of *Health Education* as one of the forty-two Outstanding Educational Books of 1948 by a committee of educators cooperating with Enoch Pratt Free Library of Baltimore, Maryland, and as the winner of annual publication award of the American Academy of Physical Education.

Whole hearted support was pledged to federal legislation which is directed toward equalizing, extending and improving educational opportunities, including health services, for children and youth who attend tax-supported elementary and secondary schools.

Federal aid for public education without Federal Control. We believe in a program of public education which offers adequate opportunities for all. The realization of such a program is the shared responsibility of the Federal government, the state, and the local community. A federal aid plan, which provides a minimum foundation program of education for public elementary and secondary schools without Federal control, would establish the principles to safeguard the fundamental concepts approved by the Association and would assist in alleviating the educational crisis in the nation. We therefore, recommend the immediate passage of such legislation, and reiterate our position that Federal aid must not jeopardize state and local control of education and that it must be channeled through the regularly constituted public school agencies.

Evaluation of the Program by the Alumni of a College. Another recommended use of the report of the National Conference on Undergraduate Professional Preparation is a reference in the development of a questionnaire to study the strengths, gaps and weaknesses in the professional preparation offered in a college as expressed by its alumni. Such studies might well involve cooperative student-faculty relationships of a college. Faculty members too busy to undertake a study of such nature can obtain the cooperation of their former students and staff members in institutions offering graduate work. It has been observed that students in problems courses have obtained the enthusiastic support of their undergraduate college professors in such studies.

Let us return to our respective institutions resolved to improve our programs and to do what we can to correct the situation of an oversupply of underprepared men physical education teachers. In fairness to the competent physical education teachers in-service and the students now obtaining professional preparation in physical education in our colleges, let us endeavor to maintain a reasonable balance between supply and demand. In justice to children, youth and adults let us offer professional preparation in health education and recreation only to the extent that we are able to do so effectively.—Dr. Carl Nordly, Minnesota.

The term "Teachers' Meeting" has long caused undesirable implications. Probably teachers' meetings in earlier days were boring, uninteresting, and thoroughly disliked. Today, it is believed that teachers' meetings may be even popular with teach-

ers if careful planning proceeds them.— Ruth Evans, Massachusetts.

It is possible that in the midst of our zealous pursuit of culture and scholarship, of our mass living and urban areas, and of our social and economic problems, an acquaintance with the physical environment and out of doors with its wonder and simplicity is the common mooring for which we have been searching in education.—Julian W. Smith, Michigan.

The best professional organization is that which provides a channel for devoted interest to move into constructive action. In our society, a way to get things done is as precious as the things themselves. Given the things—in this case, sincere, unselfish, broadly-based desires to provide a better education—machinery must be available if the things are not to perish. A professional organization that conceives of itself as a vehicle for, first, gathering and sifting the very best ideas there are; for, second, weighing the value of those ideas in relation to the total welfare; for, third, translating those ideas into action programs; and, fourth, for carrying through the action program—that organization is worth its weight in gold. It is rounded up for progress.—L. D. Haskew, Texas.

Among the various objectives of Physical Education, physical development occupies an important place. Gymnastics brings into play muscles not strongly employed in sports and games, namely, the abdominals and upper chest muscles. For this reason, gymnastic exercises should have a place in every well-rounded program of physical education.

Years of observation and experience have seemed to prove that participation in gymnastics and tumbling contribute largely to improved abdominal and upper body strength. Moreover, agility, power, flexibility, body balance, and general coordination is also improved.

The self-discipline that is required in an activity like gymnastics is a desirable quality. The learning of gymnastics stunts is appealing, challenging, and satisfying both to the beginner and to the polished performer. So diversified are gymnastic stunts that the youngest toddler may learn and enjoy performing simple tricks, while the oldest enthusiast may continue to maintain relatively normal physical fitness by means of enjoyable workouts. Gymnastics may be adapted effectively to fit the needs of the very young, the growing youth, the mature, the middle-aged or the older individual, regardless of physical size or condition. Gymnastics has great carry over value to leisure time.—Dr. Hartley Price, Florida.

The chances are now two out of three that a young man now starting his working life at the age of 18 will live to his retirement age of 65, A 45-year-old man today has seventy in one hundred chances of reaching the age of 65, and the chances for a 55-year-old man in the United States are seventy-eight in one hundred. White men in the United States now at the age of 65 can expect to live an additional twelve and one-half years on the average, and white women an average of fourteen and one-quarter years.

As people become older, their medical needs change, and they demand more medical service. In the United States in 1940, the 26.5 per cent of the nation's population over 45 required over half of the nation's medical care. By 1980, it is expected that the number of persons over 45 will constitute nearly half of the population.

Until medicine finds specific answers to the problems of the diseases of the heart and circulation, rheumatic fever and arthritis, cerebral palsy, multiple sclerosis, poliomyelitis and the other crippling diseases, we must utilize the techniques of physical rehabilitation, psychology, social service and the other allied ancillary specialties of rehabilitation to teach the disabled to live within the limits of their disabilities but to the hilt of their capabilities.—Dr. Howard Rusk, New York.

It is true that some phases of the school program are more easily interpreted than others. Physical education is a phase of the school program which lends itself well to good public relations in spite of some rocks which are tossed in that direction. It is not something new in the progress of civilization. Present day man is much the same anatomically, physiologically and emotionally as was primitive man. The Greeks had Olympic games as early as 776 B. C. We are not pioneers in the field of physical growth and development. Parents want their children to be strong, healthy and physically skillful. Communities all over America are clamoring for more park acreage, swimming pools, playgrounds and equipment, tennis courts, etc. A wonderful opportunity is available for us to work with other community groups in consolidating the use of physical education facilities, thereby creating a harmony of understanding. —E. N. Dennard, Texas.

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MY FIRST YEAR OF TEACHING

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Highschool, Oregon, Illinois

The author had been told many times during course work at the University of Illinois that he would learn more his first year on the job than he could possibly imagine, and this statement was certainly accurate. He was fortunate, in being employed at Oregon Community High School where he was given full rein and freedom by his principal, to build a better physical education program.

Oregon Community High School has an enrollment of about 250 students. It is located on the outskirts of town with a campus area of nine acres. Its facilities and equipment are adequate. physical education classes are scheduled the same as any other classes in the school. Every student is required, unless medically unfit, to take five classes of physical education a week. The class load is approximately twenty-five students, and all students are taught at their own class level with the exception of a few students who have fallen behind their classes and take the course at a lower class level.

Around the first of December, when it was necessary to share the gymnasium with the women's department of physical education, a course in hunting was taught to seniors. The course was a result of a discussion started in one of our classes over the yearly number of hunting fatalities. The main heading of Hunting was divided into the following sub-headings. These were: The care of guns, safety with guns, the hunting of game, dressing and the care of game, conservation of game, and trapping.

Various types and styles of shot guns were brought to class. The guns were broken down and cleaned so that the proper care of them could be better explained. Along with this unit the different type shells and loads were discussed. The safe handling of guns then concerned the class. Locations of the safeties on guns were demonstrated along with the uses of such safeties. Procedures in carrying guns were explained and accounts of hunting fatalities were brought to class and broken up into the many possible ("why's") of how it happened.

The class discussed and read about the hunting of game. The game which concerned them most were ducks, rabbits, pheasants, quail, and squirrels. Along with the discussion of hunting game the techniques of dressing the different animals and birds were brought into consideration.

The final division on trapping was an interesting one since we had a senior who trapped for spending money during the winter. He demonstrated the various devices used in trapping and the types of traps which could be used. This section led us into the topic of conservation of game and the interest that was spreading in hunting. We found that as the unit closed there were many additions which could have been added to the hunting course, but that it was as a whole a success, for keen interest and receptiveness was displayed throughout.

During the winter months immediately after the course in hunting had been completed, the use of the town bowling alley had been offered by the manager, Mr. Gosnell. Our regular days to use the gymnasium were Tuesday and Thursday with Friday as co-education day, so for a period of one month the junior and senior classes were given instruction in bowling on Monday and Wednesday. We began with basic fundamentals and worked toward the total process. The students were transported to the bowling alley by school buses during their regular scheduled physical education classes. These pupils not only learned the motor skill of bowling, but also the construction of an alley, how to set pins, safety in bowling, recreational benefits which can be derived from bowling, and the keeping of score.

On Friday, co-education day, we spent the major portion of our time on dancing. The freshmen and sophomore classes were given instruction in square dancing, while the junior and senior classes concentrated on social and ballroom dancing. The students were taught in the latter classes basic steps in the waltz, the tango, and the rhumba. Time spent on dancing did much to create interest in school dances and helped the girls and boys to further adjust to one another. Some pulling and tugging was necessary at first to get the boys to dance, but once they had acquired some skill in the taught steps this problem gradually vanished.

It occurred to me one day that the large concrete parking area beside the gymnasium could certainly be used for something other than the parking of cars and I then found by measurement that it could accommodate three tennis courts. Mr. Kiest our principal consented to the purchase of tennis equipment, and I began to plan for the teaching of tennis in the spring.

The industrial education department built the four necessary tennis posts and screening for the windows. With this accomplished, we went ahead with our unit on tennis. The class was divided into two sections, one worked on archery, while the

other was receiving tennis instruction. Later in the spring golf instruction was substituted for archery. By organizing the classes in the above manner it was possible to keep everyone active during the class period. Interest was so developed in tennis that within a short time the school will build three permanent tennis courts. The need, perhaps, was further pointed out by the students who shattered four window panes with accurate shots.

I most thoroughly enjoyed teaching my first year, and was greatly pleased when I heard this comment after our physical education demonstration which was given for the public in April, "My, I didn't realize how much the pupils were taught in physical education, and do you know, I enjoyed that demonstration more than a basketball game!" This comment summed up a conviction which I have always felt—coaching tenure comes from doing a good teaching job in physical education *First* and coaching competitive sports *Second*.

Note: Mr. Lazier recently accepted a position at Evanston Illinois, in the high school, beginning September, 1950.

CAN YOU HELP?

It seems wise to have a complete file of the *Physical Educator* in the hands of editor for reference and as a historical record of progress. If you have a copy of any of the following please write the editor: Vol. I, 1940-41, October, December, February, April, and June; Vol. II, 1941-42, October December, February, April, and June; Vol. III, 1942-43, October, June; Vol IV. 1943-44, October and June; these fourteen copies are necessary to complete the file which the editor has at present. Do not send a copy or copies without first writing because only those listed above, and one copy each, are needed. Reimbursement? Whatever you feel is equitable.

YOUR CHANCES OF REACHING 65

The usual age for retirement is 65. What are your chances of celebrating a 65th birthday? On the basis of mortality figures in 1945, a young man 18 years old had 65 chances in 100 of surviving to age 65. Since then the chances have increased further —the chances are now fully two in three that a youth of 18 will survive to retirement age.

Women have a lower mortality than men. More than three-quarters of the women now under 65 will live to attain that age. In men the chance of surviving to age 65 is 70 in 100 at age 45 and 78 in 100 at age 55.

Of course the outlook for living beyond age 65 is bright. Men who now reach 65 can expect to live an additional 12½ years; women can expect to live an additional 14¼ years. The more we control infections the more the average length of life will be extended. Many official health agencies have established divisions of geriatrics.

Blythe

In discussing the Kinsey report, Dr. Joseph E. Moore, eminent venereal disease authority and editor of the AMERICAN JOURNAL OF SYPHILIS, GONORRHEA AND VENEREAL DISEASES, said: "The major lesson for physicians and other persons interested in venereal disease control to be learned from Kinsey and his associates is that the least promising approach to the epidemiologic problem lies in attempts substantially to modify human sexual behavior. The biologic urge has apparently not materially changed during man's life tenure on this planet. One is tempted to oversimplify the Kinsey data in suggesting that if the structure of society could be altered that all males could be college graduates who are at the same time devout adherents of the Orthodox Jewish or Catholic religions, the number of potentially infectious sexual exposures could be significantly reduced, though even then not wholly eliminated."

Blythe

A PROGRESS REPORT: THE SELECTION OF MEN TEACHERS IN PHYSICAL EDUCATION

By AUBREY BATES

Public Schools, Oceanside California

1. 53.47% of the physical education teachers who returned questionnaires held less than a Masters Degree, whereas 46.54% held a Masters Degree or more.
2. The mean annual salary, including all extra and overtime pay of the group reporting was found to be $4,500.
   70% of the group answering believed that the lowest level of training and certification acceptable for appointment was that a Bachelor's Degree with a major in Physical Education should be required.
4. According to the data the first ranking obstacle to consistent practices in selecting and appointing only qualified men teachers of physical education was found to be that local community pressure groups demand that the physical education teacher be selected primarily for his ability to produce winning athletic teams.
5. According to the data the first two ranking practices which contribute substantially to improvement and progress in secondary physical education *if* strongly advocated and supported by the men in physical education were:
   a. Grant extra salary, or adjust the daily teaching load, to compensate physical education teachers for the extra hours devoted to after school competitive athletics.
   b. Establish and administer minimum standards for physical education on a statewide basis.

* The final results of this complete study is expected to be published soon.

SINCERITY, industry and loyalty thrive in a school destined to produce champions.

COURTESY, respect for authority and personal habits of cleanliness are essential to team success.

GREAT PRIVILEGES are invariably associated with great responsibilities.

ATHLETIC SKILL can be mastered only through sincere application in hours of practice.

CORRELATION between quality of basketball and size of school is small. Basketball artists are where you find them and championship teams find a way to reach the top.

THERE IS TREASURE in the form of athletic opportunity in each local community—waiting to be discovered and claimed.

—From Basketball Player Handbook
National Federation of State High School Athletic Association

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Korfbal is the name of a basketball game of Dutch origin played in Holland. It is played with a bottomless basket attached to a pole 11½ feet high. The court has three divisions. No running or dribbling with the ball is permitted.

COLLEGIATE TENNIS CONDITIONING

DALE A. LEWIS

The starting point in conditioning a varsity tennis team does not, as is popularly supposed, begin with the first breath of spring. It is initiated with the opening of school the previous fall. During the fall period of practice the coach should be able to single out the boys he will be able to use during the coming campaign.

A systematized fall practice has enumerable other benefits. It gives coach and team a chance to correct the mistakes made in play the previous spring and also introduce new ideas and techniques to be used in the future.

From November to February little can be done of a constructive nature unless adequate indoor facilities are available. With the advent of February the wise instructor will initiate a progressive program of conditioning which will lead right up to the actual period of play, be it either March or April.

During the first week of conditioning, nothing more serious than jogging and some of the simpler forms of calisthenics should be contemplated. The running during the second week gradually will take on the aspect of cross country running with the emphasis being on increased distance. Care should be taken to see that no leg injuries such as "shin splints" or "charley horses" develop.

Late in the second week or at the start of the third, at the coach's discretion, a series of calisthenic exercises can be introduced which deal primarily with the muscles involved in actual tennis competition. The author has had gratifying results through the usage of sit-up's, push-up's, squat jumps, and spot running. Each of these events were recorded daily for a period of one month. The push-up's and squat jumps each last thirty seconds, spot running covers ninety seconds, while the sit-up's with the emphasis on curls to both right and left entails a two minute period. Actual count should be taken on each event daily during the entire period. Loosening up exercises involving muscles of the shoulder girdle also should be stressed.

By the fourth week the men should be ready for the inclusion of wind sprints and "stop and go" running as a supplement to the above program. Two or three wind sprints of not more than twenty-five yards daily should be sufficient.

Once actual outdoor tennis practice begins there should be a definite daily program instigated. The men should not be allowed to shift for themselves and engage in game competition too early.

To start each practice period the author has used the following technique. Pair your men off two men to a court if possible, otherwise use four men to a court. Have them practice their ground strokes from the baseline for a period of fifteen minutes, trying for as much distance as possible, then have the players go to within twelve feet of the net and volley with gradually increased rapidity. The emphasis in the volley drill being in trying to volley downward as much as possible, thus getting more severity into the shot. The volley drill usually lasts fifteen minutes.

Service practice is next on the agenda. Practice should alternate between the right and left service court. Careful consideration by the instructor should be given with respect to the stance and service style of each player. Foot faults should be corrected immediately, so as not to endanger a boy's chances in later meet competition. The server should start slowly in this drill, using at first only the circular flat serve, gradually he can instigate the twist, slice, and chop service. The placement emphasis should be on trying to place the ball in the opponent's backhand corner of the service court. This being the most vulnerable spot in the average players game.

After service practice, which lasts twenty minutes, a lob drill will occupy the next fifteen minutes. The secret of a successful lob is in having the ball land as near to the baseline as possible. This is accomplished by having the apex of the lob reached, not as the ball crosses the net, but rather when it crosses the service line.

A ten minute drill on over head smashes completes the practice period. The stroking involved in completing a succesful smash is vastly similar to that of the serve. When it is possible the ball should be allowed to bounce before being struck in order to insure a more effective smash.

The instructor during the entire drill should give as much individual instruction as possible, with respect to correcting errors in form and stroking techniques of the various members.

The practice and warm-up period, lasting seventy-five minutes is followed by actual competition, during which each player plays a minimum of two singles and two doubles sets. To insure the maximum in competition players should be paired who are relatively even in ability.

Success with your tennis program cannot be accomplished with a few magic words, but is dependent upon the same ingredients which constitute success in other sports such as football, basketball, and track.

PUBLIC RELATIONS

(Continued from page 67)

a view to eradicating them; it must stop vocalizing in terms of wishful thinking and demonstrate objectively that it not only *can* but that it *does* make contributions to the development of the whole child—physically, organically, socially, psychologically, and ethically.

The point here emphasized is that physical education, while it diverges little if at all from education in general in its theoretical approach, still leaves much to be desired in the resolution of its theoretical concepts with its practical outcomes. The administrator who is asked to give support to the physical education program on the basis of what it can produce should not be criticized for asking for evidence of tangible results. Were more administrators to do this there would unquestionably be an up-grading of physical education through careful evalution and reorganization of programs.

Evaluation implies a program of measurement which initially is diagnostic, to assess the present status of pupil needs and the capacity of present programs to satisfy those needs. These having been determined, reorganization of curriculum, method and personnel can be undertaken. Further evaluation should proceed concurrently and continuously to appraise the success of the changes instituted.

The Educational Approach

Physical Education May Be Interpreted Educationally. If it can be demonstrated that physical education is or is capable of becoming a vehicle for the achievement of the professed purposes of education it would seem to follow as a matter of course that it should be received without reservation into the curriculum. If it can be shown, further, that physical education is valuable in smoothing the rocky road of administration then we have an additional argument favoring its support. A few examples may serve to make this clear.

School Morale. On divers occasions it has been said by principals and vice-principals, not all of whom have had training and experience in physical education, that a sound and efficiently functioning physical education program increases school morale, reduces behavior problems, and in general aids in unifying the school with a communal spirit. It is in this area that the interschool competitive program probably makes its greatest contribution to others than those who are active participants in it. The student body identifies itself with the successful teams; a spirit of optimism and a feeling of well-being pervade the campus; there is something to "belong" to and to be proud of. This may hold true, of course, for other interschool activities such as forensics and the glee clubs, once the tradition favoring them has been established.

But even when physical education programs do not incorporate interschool athletics, as in most of the junior high schools, they will, if adequate, inculcate in pupils self-discipline and orderliness conducive to the reduction of behavior problems. I'm sure that no intelligent administrator would be adverse to having this happen in his school.

Public Relations. The educational system as a whole depends upon the tax payer for its support. This is more readily granted to the extent that there is understanding and appreciation of what the schools are accomplishing. Too frequently, perhaps, education as a whole is judged by a small and highly selected sample of the total school program. This may be the winning team, the play day, the glee club concert, the dance production, the dramatic or operatic offering, or the physical education demonstration. If these are good, reasoning by generalization assumes that everything else the school does is good. The school administrator would do well to recognize this fact and to capitalize upon it.

Health. It is often stated as axiomatic and accepted as factual that physical education contributes to the health of the individual. *Ergo,* all physical education contributes to the health of all individuals, presumably under all circumstances. But does it? Most certainly it does if health is thought of negatively as well as positively and if it is recognized that some activities for some individuals are detrimental to health whereas the same activities for other individuals contribute to good health. Conservatism needs to be employed in making statements and caution observed in interpreting them in terms of our frame of reference —the CHILD.

Although physical education appears best equipped to improve organic and physical fitness, it should by no means be supposed that these are its only concerns. Mental and social health in maladjusted pupils are capable of improvement through guidance into group activities and the corresponding need to conform to the social and other mores of the group. The administrator should understand that physical education is not simply a "sweat and muscle" program, not alone a program whose sole concern is beating rival schools. He should recognize the essentially educative function of physical education in its inherent power to improve organic function, to develop physical skills which are equivalent to a "command of the fundamental processes," to improve and maintain good body mechanics, to acquire information, attitudes and appreciations, to make acceptable social adjustments, to the end that pupils exposed to

such a program will develop the best possible integrated personalities.

It is obvious from the little which has been said and the great deal which has been left unsaid, that this topic is much too broad to be covered in the time allowed. The deficiencies in the present paper will no doubt be compensated for by other speakers on the panel and by the discussion which is to follow.

WHAT SCHOOL ADMINISTRATORS AND BOARDS OF EDUCATION EXPECT OF THE SECONDARY SCHOOL PHYSICAL EDUCATION PROGRAM

AUBREY A. BATES
Principal of Oceanside High School,
Oceanside, California

Introduction: There are two distinct aspects of physical education common to high schools throughout the United States. Required participation in physical education activities by all boys for three or more class periods per week constitutes the predominant practice; similarly, an overwhelming majority of high schools provide opportunity for inter-school competition in some type of athletic contest. The purpose of this presentation is to set forth the educational outcomes expected by school boards and administrators from both of these phases of physical education. No attempt will be made to resolve the controversy of whether or not to consider inter-school athletics as extra-curricular or to delineate the qualifications of personnel assigned to conduct these activities.

The Board of Education: The members of the board of education, usually lay citizens of the community, are elected primarily for their willingness to contribute time and effort to the welfare of the community. Seldom is the board member a person professionally associated with public education. He has neither the educational qualifications nor is he paid to thoroughly analyze and adequately evaluate philosophical or administrative problems of the school program. The average board members is primarily concerned with positive answers to these questions: (1) Are school tax funds being spent wisely towards providing an adequate educational program? (2) Is the community satisfied with the school program being maintained? The school board looks to the school administrator for the reasons, and for the evidence that each part of the curriculum of the school is economically justified in terms of its benefits to the community. When community pressure on the school board is in opposition to the practices and recommendations of the school administrator, educationally sound policies do not always prevail.

The School Administrator: The primary task of the school administrator is to condition the school environment so that all students will receive optimal benefits from their educational experiences. The administrator must evaluate every aspect of the curriculum in terms of its utility in assisting each student to become a well adjusted, self directive, and constructive citizen in our democratic society. In this respect, it is essential that each part of the school program be supported with unimpeachable evidence that its benefits to youth are unique. In other words, those aspects of physical education that cannot be omitted from the educational program without jeopardizing the attainment of one or more of the imperative needs of youth, these are the fundamentals, the musts, the areas of major emphasis for physical education.

The perennial problem confronting the school administrator is what to eliminate from the curriculum to allow for the inclusion of some new course that has been especially devised to meet the needs of the youth of the local community. This statement is not intended to be humorous, or to be sarcastic. The problem is basic to sound practices in curriculum revision in any school. It is quite impossible for any school to offer all the courses or activities that have been constructed and justified for inclusion in the high school curricula. Consequently, it is the relative values and merits of activities as finally decided upon by the administrator and board of education that determine which is to be retained as a part of the school's program.

Contributions Expected of the Physical Education Program: The following exposition of the specific outcomes expected from high school physical education is predicated upon the assumption that policies are established by persons whose educational philosophy is sound, and whose knowledge of secondary physical education is adequate. Granting this assumption, it is expected that the physical education program will be so organized and administered that: (1) It will provide for the satisfaction of pupil health and developmental needs and will lead to wholesome recreation in later adult life: (2) It will be a strong motivating force for student participation in many other school activities; (3) It will merit community pride, will foster community cohesiveness, and will contribute to community service.

Meeting Pupil Needs: One of the most valid reasons for physical education in the curriculum is that bodily health, harmonious development and endurance result from systematic vigorous exercise. All pupils should be taught to appreciate this fact, and should be provided the opportunity of regularly participating in activities commensurate with their physiological levels of development or personal physical limitations. Students should

be taught the importance of personal cleanliness and the proper control of bodily temperature relative to exercise. Another major objective of secondary physical education should be to prepare youth for wholesome recreational activities as adults. Boys should become proficient to the degree of getting satisfaction from participation in such activities and sports as they will have the opportunity of engaging in after leaving school. In this respect experiences in coeducational activities seem highly important. Swimming, badminton, golf, bowling, and volleyball are but examples of many co-educational sports commonly available in community recreational programs. Should not these and other similar sports be emphasized in secondary physical education, and should not they be conducted as co-educational activities at least a part of the time?

The average board of education member or administrator has a strong belief that improvement in character results from a boy's participation in sports. Boys are taught to follow directions, to adhere to training rules, to subordinate self glorification to team welfare, to withstand bodily punishment, and to take victory or defeat with poise and composure. Where else in the lives of most high school boys can the dramatic stress and tension commonly associated with competitive sports be equaled? And do not boys grow and develop towards better citizenship because of having had such experiences?

Motivation of Related School Activities: The correlation of activities in physical education with other school activities should be strongly encouraged. School bands, drill teams, assembly programs, rallys, newspaper stories, are common examples of school functions that provide outlets for student talent and provide expanded opportunity for wholesome, beneficial student experiences. Unit projects in art and printing classes in constructing posters and displays to publicize school contests provides positive motivation for student accomplishment in other areas of curricular experiences. Boys who participate on school teams quite frequently become leaders in student organizations. Most schools allow students to administer funds collected from gate receipts at school contests. Home economics students gain valuable experience by organizing and sponsoring social functions honoring members of school teams. These examples are but a few of the many activities in the high school that can be motivated and strengthened through their association with the competitive athletic program. Through the integration of experiences and opportunities provided in all areas of the school program, student morale can be materially improved. Students who participate in school activities are the students who are proudest of their school.

Community Service: Members of the community take pride in that which represents them. Adults of the community enjoy seeing youth in action. Competition between schools in athletic contests is widely felt to be a justifiable phase of the educational program. Such competition provides an outlet for the abilities of the best athletes. Such boys have the possibility of going in to professional competition or of profiting financially from the fame acquired through competition. Providing this opportunity to the athlete is felt to be as justifiable a part of the curriculum as providing instruction in music, art, or other phases of the school program.

Summary and Conclusions: Boards of education are composed of lay citizens who are primarily concerned that educational funds be spent to provide adequate opportunities for all youth of the community. The board expects the school administrator to evaluate every aspect of the educational program in terms of relative benefits to the local community in addition to its being in harmony with sound educational philosophy. Without expert leadership by the administrator, the board of education is likely to follow the advice of pressure groups that are not too concerned about educational outcomes. Likewise, the school administrator is frequently unsympathetic towards the elevation of physical education to its rightful significant role in the school curriculum. This apathy can be due to a lack of information about physical education, or lack of faith in the ability and enthusiasm of physical education personnel. In either case, this administrator feels that the men in physical education should supply the evidence that physical education is an indispensable part of the curriculum. Those men who have chosen physical education for their vocation and who have devoted years of study and experience to becoming more competent in analyzing and supervising pupil growth and development, these are the men who must exercise the leadership to improve secondary physical education. Any material revision upward in the status of physical education must await the acquisition of knowledge and greater conviction by boards of education and administrators that physical education has not yet reached its potentials for expansion and contribution in the lives of secondary school youth.

TEACHERS AND PARENTS IN THE PUBLIC RELATIONS PROGRAM

ELMON VERNIER
Director of Health and Physical Education
Baltimore Public Schools

A good school public relations program requires a harmony of understanding between teachers and parents. This must go far beyond "publicity" and "interpretation." It must involve close coopera-

tion between teachers and parents in planning and working for good schools, with parents giving as well as receiving ideas.

School public relations are as old as the schools themselves. Their nature and direction grow out of the fact that American schools operate in a democratic society.

When my son, who is now in the third grade, returned home from his first day of school his mother asked, "How do you like your teacher?" As he stood, gazing out of the window he replied, "Oh, I just *love* her!" That was the beginning of a very wholesome teacher-parent relationship which has continued ever since. Pupils are most effective school public relations agents. Because of their strategic role as intermediaries and interpreters, the teacher and the quality of her work become extremely important factors in school public relations of the most personal and effective sort.

Too frequently parents think of teachers as "something different." The word "teacher" to far too many Americans, conjures up a composite something like this.[1]

1. The teacher is an old maid.
2. Teachers are aloof, snobbish, unworldly.
3. Teachers are querulous, irritable, generally unsympathetic, and lacking in understanding of young people and their problems.
4. Teachers are ineffectual.
5. Teachers have no interests outside of school and schoolwork.
6. Teachers are paid too much and have too long vacations.
7. Teachers get their jobs thru political, racial, or religious connections.
8. Teachers are inclined to be "bossy" in relationships with others—they carry over classroom manners into adult contacts.
9. Teachers are fussy, picayune, and trivial in their attitudes.
10. Men teachers are timid, queer, eccentric, or sissyish; a "real" man does not go into teaching.

How do physical education teachers measure up to this picture? The probable answer is that some are like this but I am convinced that the great majority are healthy, intelligent human beings who possess a deep understanding of youth and are well liked by them. It is essential, therefore, that these stereotypes be replaced by images of the teacher and program that actually portray their importance.

A "harmony of understanding" between teachers and parents cannot develop without a fundamental reconditioning of the attitudes of the public toward teachers.

Good school public relations call for each teacher to be a public relations agent. Let us consider some basic principles upon which the teacher should build his relationships with the parents and the public.

The best public relations grow out of a job well done. This usually results from the work of one who not only possesses a strong personality and a good preparation in his field, but is energetic, interested and develops a program in accordance with sound objectives of education.

The aim and execution of public relations must be honest. If the teacher is to attain success in his public relations ***what he says must be identified with what he does.*** In physical education he must not dwell on quantity only but must be concerned with quality. The public resents being hoodwinked and reacts vigorously when misguided. No responsible teacher will misrepresent.

The program of public relations must be a continuous process. It is futile to wait for a crisis. Common sense practices must be well planned and organized. Opinion is not formed on the spot but is developed best over a period of time.

A broad and varied public relations program is of the utmost importance. No phase of the school program should be ignored. Coasting on the laurels of the usually overemphasized interscholastic athletic program with little or no regard for the class instruction and intramural programs, has been one of the most flagrant violations physical education teachers have made in their contacts with the public.

The means of communicating ideas must be simple. The jargon of the educators language with its "jumble bumble" of tricky words and phrases has little or no meaning to lay people. Physical educators will do well to talk about individual fitness and getting along with other people instead of referring to organic vigor, neuro-muscular control and worthy home membership.

The teacher-parent public relations program must be a two-way process with parents sharing in the planning for better school programs. Intelligent parents are eager to help but at the same time they are willing to concede to the professional staff those responsibilities that belong to it. To assume that good public relations is "to sell" ignores the attitudes and interests of the public.

The public schools belong to the parents and the public in general. The success of the school program depends to a very great degree on the extent to which teachers bring them into the planning and execution of the program. The parents make up many publics, all of which should participate. Cooperation and team work between

[1] American Association of School Administrators. "Public Relations for the American Schools." Twenty-Eighth Yearbook. Washington, D. C.: the Association, a department of the National Education Association, 1950. Page 157.

teachers and parents is a most effective means of good school public relations.

Basic to all public relations programs in the school system is the teacher himself. He must be a human being—"a regular guy." He must shake loose his timidity and lack of interest in community affairs, and strive continuously to do his job well. There is no one formula but the one thing certain is that a school's public relations program cannot rise above the level of its teaching personnel.

THE STATE DIRECTOR INTERPRETS THE SCHOOL PROGRAM

Harley L. Robertson, State Director of Health, Physical Education and Recreation
Office Superintendent Public Instruction,
Olympia, Washington

It is pleasing to see the emphasis placed on public relations as a *two-way street*. It seems to me that a one-way proposition where someone from "on top" tries to sell a program is often futile. Perhaps the emphasis on *selling* is wrong.

In a school program, for example, if each special interest group tries only "to sell" its program —striving and competing for time in the schedule, I am wondering if the basic needs of the child are met? Suppose on the other hand, that all people on the staff concerned with the boy and girl sit down not to "sell a program" but to think through together—"What are the experiences that we can provide for boys and girls which will best meet their needs?"

With this approach do you think that health, physical education and recreation will be overlooked and shunted aside? I believe you would agree that under these circumstances the child's *health* might receive *first* consideration—physical education may then be considered *fundamental* in the process of growth and development and recreation a *real need*—with relation to the total living experience of the student.

If we look at public relations from this point of view, "Good Public Relations" becomes "Good human relations." Public relations in this sense goes deeper into reaching common understanding with individuals and groups of individuals, such understandings arrived at thru discussion and exchange of ideas in a democratic way.

This concept then, recognizes that we become leaders of people—It requires that we develop abilities of working with individuals and groups.

We must realize that we have to "set the climate" for making our story acceptable—not to be overlooked, for example, are such seemingly simple things for group meetings as:

1. Arranging of the room furniture in an informal way—if possible, with people facing each other in a circle or semi-circle.
2. Proper heat, light, ventilation in comfortable surroundings.
3. Introduction of all group members where possible—recognizing their status and position.
4. Serving coffee, apples, etc.
5. Encouraging participation by all—and accepting ideas advanced—giving credit where due.

There are many others—These things seem simple but they may be the determining factor in breaking down reserve. People in groups need to accept one another as individuals—if there is to be common understanding. We need to really work at the development of these techniques.

The director of health, physical education and recreation has a responsibility to work with the entire education staff. It becomes first of all necessary for him to be recognized as an individual by that staff. He must be respected for what he is and for his genuine interest in boys and girls—in people—as well as for his ability in his own special field.

You can apply this principle to the staff of the local school district, the county, the state office or the U. S. Office of Education. The director then, is one of the team who works together for the best interests of boys and girls. He may even become Captain of the team. If he is a true leader in our field, he is also a leader in the broader area of education.

As this team system (one platoon!) develops, a point is reached where the elementary supervisor, for example is advocating a sound program of physical education as a fundamental part of the education program for boys and girls. Then you know you're arriving!

One way in which the state director of health, physical education and recreation interprets the program in our field is by establishing good working relationships with other departments, offices or organizations, which have similar objectives. The PTA, the High School Athletic Association, the Administrators Association, State Departments of Health, Conservation, Forestry, Game, Welfare, Parks; State agencies or organizations and many others are concerned with children and youth, in some ways related to our field. It is important that good procedure be used in establishing and maintaining proper relationships with these groups. The objective is better common understandings.

The principles of good human relations which we have enumerated certainly apply here. The director can often take the lead in setting the stage—creating the right climate for proper relationships between these groups.

There is nothing I have said about the state director, which does not apply to the local district

or college, or university person in health, physical education and recreation.

Every person in a supervisory capacity has a responsibility to make easier, more pleasant, satisfying and successful the job of the teacher or leader working face to face, with boys and girls; this again means good personal relations so that the leader doing the real job gets credit for his accomplishments, and is given status and is made to feel he is a member of the team. Then the "two-way street" becomes a very *busy* street, and the way is open for the program to be understood and appreciated for its real worth. The boys and girls who participate in interesting, stimulating, experiences in our programs will do the rest.

I reiterate—"good public relations is good human relations"—on a "two-way street."

THE ADMINISTRATOR'S POINT OF VIEW IN PUBLIC RELATIONS

E. N. Dennard

Assistant Superintendent in Charge of Administration, Dallas Independent School District, Dallas, Texas

Public relations is not a new idea in industry or in public services but it is an idea that has been sadly neglected in our educational program. To begin with, we need a sensible understanding of public relations. It is not just another term for "advertising." We are not talking about publicity. It is not "selling" in the common use of the term.

Education is not a new commodity that has been thrown on the market. We do not have to resort to high pressure methods of salesmanship for people to realize the value of education. Neither can we limit our activities to the school campus and expect the people to finance an adequate program of education. School public relations seeks to bring about harmony of understanding between the school and the many groups of people it serves. It means genuine cooperation in planning and working for schools, with the public giving as well as receiving.

From my own point of view, it is a two-way street—interpreting the public to the schools and, interpreting the schools to the public, or giving and receiving.

In order to administer an efficient and adequate educational program to a community, the teaching personnel must know the needs of the community. Every employee of a school system should avail himself of every possible agency in learning the public. Lack of sufficient knowledge concerning local conditions is perhaps the outstanding weakness of most school faculties. There are fundamental educational needs common to all communities but there are also specific needs peculiar to each community. A community must be interpreted politically, economically and socially.

The following agencies can be utilized in interpreting the public to the schools:

1. Public survey. 2. The pupil. 3. Home visitations. 4. Radio. 5. Television. 6. Civic and community organizations. 7. Local newspapers. 8. High School graduates. 9. School employees.

We cannot do a good job of interpreting the schools to the public until we know the public. Education is the biggest business in America. More people are interested in education than any other public enterprise. Over thirty-five million persons or approximately one-fourth of the population of the United States attend school annually in America. More than four-fifths or 80% of the people are interested directly or indirectly in education. These people are strongholds in the huge business of education and as such, they have a right to know how the business is operated and the difficulties being dealt with. The school staff has been reluctant about informing the people concerning the schools. Such neglect is due in part to the rapid growth in education, but ignorance is the largest factor in failure to tell the public about the schools. School people have been busy trying to improve the school program and have failed to keep the public on a par with school progress. The public is an integral part of the school and no school program can continue to advance and leave the public behind. Sooner or later the schools' progress will be halted until the public catches up. School people are beginning to realize the influence of the public on the schools and are entering into a program of school interpretation. Schools cannot exist without public support and the people have a right to know what they are supporting. Failure to keep the people informed as to what the schools are doing has resulted in lack of educational efficiency and public confidence. School interpretation is fitting the findings of educational research to the habits of thought of the average man and woman. Good interpretation must be the reflection of a good school. Seven tenents that can serve as guides in a program of school interpretation are:

1. It should be continuous.
2. It should be honest.
3. It should be inclusive.
4. It should be understandable.
5. It should be dignified but aggressive.
6. It should reach everyone in the community.
7. It should use every facility at hand.

The policy of school-public relations should be consistent and ethical. School publicity must be honest. The public can be fooled a part of the time but not all of the time and there are too many agencies for school news for the truth not

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SKI ACCIDENTS

(Continued from page 69)

the use of the all-day ski lift ticket. It is noted by ski patrolmen that more accidents occur in the late afternoon when the skier is tired and trying to "get in that last run" than earlier in the day when the skier is fresh. Proper physical condition is of prime importance in avoiding ski accidents. Neither the skier who takes too many runs in one day nor the person who sits in the office all week is in condition to stand the fast pace of skiing.

When skiing, the skis should be considered a part of the body. When the skier has loose boots or bindings his body will move in one direction and the skis will not follow. The percentage of skiers blaming faulty equipment for accidents is very small. It is quite possible that faulty equipment is a more important cause of accidents than results would indicate as in many accidents a loose boot or other faults of equipment may have been the cause, even though the skier was not aware of it.

The use of safety bindings to prevent accidents is still in the experimental stage. A study being made by Millard concerning the accidents and safety bindings may throw more light on this subject.

The speed of the skier affects his falling in a number of ways. If the skier is standing still or going very slowly and falls down the hill, his injury depends upon the slope of the hill. If the speed is slow, he may catch his ski in the snow and break a leg when there is enough slope to the hill to pull him down the hill and away from his ski. On the other hand, if he were going faster, the greater momentum caused by the speed is likely to keep his skis from catching in the snow. (2) The faster the speed of a falling object, other factors remaining equal, the greater the distance it will roll or slide. Rolling or sliding will have very little effect on the skier unless the trail is narrow, winding, or bordered with rocks, trees or other objects and the skier hits one of these objects. (3) The greater the speed, the less control the skier has of his skis; therefore, the possibility of more falls.

Tow accidents, like ski accidents, occur to beginning skiers who do not know how to handle their skis. Riding a tow necessitates learning new skills and learning safety precautions.

The main reason for injury during racing is caused by the trail construction. Where bumps are placed the skier is most likely to fall. This will undoubtedly cause no injury unless trees, rocks or logs are below the bump and in the path of the falling skier. Short radius turns following steep inclines, poor snow conditions, inability to see, and skiing beyond one's ability are other causes of injury to racers.

Summary

Although complete statistics have not been kept concerning ski accidents and injuries, it is estimated that between 75% and 90% of the accidents can be avoided. The main reasons for ski accidents are lack of experience, fatigure, poor judgment and inadequate equipment.

Recommendations

The equipment which every skier needs in order to participate in the sport of skiing includes skis, bindings, poles, wax, clothing, dark glasses, and protective bandages and strapping. To get real pleasure from skiing it is essential to have proper equipment. The skier not only derives little enjoyment from the sport when he has an inadequate outfit, but also may unwittingly be putting himself in danger of being injured, if not seriously, at least painfully. A skier's control is dependent upon his having proper equipment correctly fitted. Poor equipment makes it impossible to obtain necessary ski control and may impose such a severe handicap on the beginner that it is impossible for him to learn.

It has been found that trail construction and maintenance, and ski tows and their management are often causes for ski injuries. It is important, then, that ski areas be administered in such a way that skiers are able to enjoy the sport under the safest possible conditions.

It was realized long ago that in order to enjoy any type of activity it is profitable to learn this activity under expert instruction, be it swimming, tennis, driving, cooking, or skiing. There are few people who still believe that the best way to teach a person how to swim is to throw him into deep water and let him come ashore under his own power. This realization should also be applied to skiing. Ski lessons may be given either by a ski-school instructor or a physical education instructor who has accompanied his group to the ski area.

Races should be expertly planned and managed. Race courses should be set by experienced course setters with safety in mind. First aid precautions should always be taken. Racers should be classified according to ability and experience.

The bones and joints of a well trained athlete will withstand severe strains much better than those of the poorly trained man. Therefore, an important requirement of the skier who wants to avoid injury is to take exercises for a long enough time to put himself in good condition before going skiing. It should be remembered that ordinary activity and sports do not exercise the muscles used in skiing and therefore special exercises should be taken.

Safety precautions should be learned and observed by all skiers

TEACHABLE DANCES

EDITED BY W. K. STREIT

In the May 1950 issue of *The Physical Educator*, eight folk, round and square dances appeared as the first of a series which we hope to continue in forthcoming issues as long as the demand for teachable material in this area exists. This column is designed to be of practical aid to men teachers in the popular and important field of rhythmics. We invite your comment, contributions, and criticism.

Come, Let Us be Joyful

German Folkdance

Music:

Come, Let Us be Joyful Methodist Record #M102

Formation:

Ranks of three, facing each other.

Action:

With hands grasped, shoulder high, walk forward three steps and bow to set opposite	1 Meas.
Walk backward three steps and close	1 Meas.
Repeat	2 Meas.
The center person in each set of three, faces right and turns right hand partner with a right elbow swing, i.e., skip once around and return to place	1 Meas.
The center person now hooks left elbows with the third person in the set and skips once around with her.	1 Meas.
Repeat (This is a figure 8 for the center person)	2 Meas.
Repeat first two measures of the dance	2 Meas.
Walk forward and pass right through, evading right, to meet a new set	2 Meas.
	12 Meas.

Note: Other dances on this non-breakable record are Danish Schottische, Galway Piper and Ace of Diamonds.

Oh Johnny, Oh

A Singing Quadrille

Music:

Oh Johnny, Oh Folkcraft Record #F 1037

Formation:

Square set of four couples.

Call:

1) All join hands and you circle the ring.
2) Stop where you are and you give her a swing.
3) Now you swing the girl behind you.
4) Now swing your own if you have time when you get through and,
5) Allemande left on your corners all.
6) And dos-a-dos your own.
7) And all promenade
   With that sweet corner maid
   Singing, "Oh Johnny, Oh Johnny, Oh."

Action:

1) Circle of eight moving left.
2) Swing your partner.
3) Swing the corner lady, i. e., on man's left.
4) Swing your own partner.
5) Man turns corner lady with *left* hand.
6) Pass right shoulders going back to back with partner.
7) Promenade with new (corner) lady.

Waltz of the Bells

Music:

Ting-A-Ling Rondo Record #R 196

Formation:

Couples, inner hands joined, partly facing partner.

Action:

Man's part is described; lady's part opposite	
Step obliquely left forward, swing joined hands and right leg forward.	1 Meas.
Step right back to place, swing joined hands backward and draw left toe close to right foot	1 Meas.
Repeat	2 Meas.
Drop hands and complete individual waltz turn moving forward	2 Meas.
Join L hand to partners right, and draw step left sideward	1 Meas.
Step left sideward pause	1 Meas.
Repeat all	8 Meas.
Join both hands and two draw steps left sideward	2 Meas.
The man continues with two draw steps left sideward while the lady releases her left hand and turns under the man's raised left arm in two waltz steps	2 Meas.
Repeat last 4 measures right sideward.	4 Meas.
With ladies left and man's right hands joined, balance backward away from partner and forward toward partner.	2 Meas.
Repeat	2 Meas.

With partner in ballroom dance position, two waltz steps ..... 2 Meas.
Man stands while lady turns under his raised left arm, holding with her right hand ..... 2 Meas.

32 Meas.

Note: When used as a mixer, the lady moves forward to a new partner on the last measure.

Camptown Races

Music:
Camptown Races Methodist Record #M104
Formation:
Square set of four couples.
Words:
First couple out to the right
and circle four, circle four,
Leave that lady, go on to the next,
there you circle three
Take that lady along with you
and circle four, circle four,
Leave that lady, and the gent goes home
Tra la la la la.

Forward up six and back
Gents do a "do-sa-do"
Make an arch and make it wide,
Left hand lady below
Repeat the foregoing four lines,
three times more.
Then, second couple leads out, etc.
Note:
Other dances on this record are "Pop Goes the Weasel," "Red River Valley," and "Cicilian Circle."

Put Your Little Foot

Music:
Put Your Little Foot Folkcraft Record #F1034
Formation:
Couples in varsouvienne position.
Action:
Flex left knee and bring left foot in front of right leg on up-beat (ct. 3;) (This is sometimes called "sweep") Slide obliquely left forward, ct. 1; close right foot to left, ct. 2..... 1 Meas.
"Sweep" left and repeat above..... 1 Meas.
Man does "sweep" left, 3 steps in place and point right obliquely forward. At same time, lady does "sweep" left, 3 step turn to left side of man retaining grasp of left hand and rejoining right hands in front when he does the "point"..... 2 Meas.
Repeat all beginning right foot, but this time lady retains grasp of right hand upon returning to his right side ..... 4 Meas.
While retaining grasp of hands, man makes a complete turn in 3 steps and point, going to his right in front of lady and starting withh is left foot. Both begin with a "sweep" left. Lady finishes on left side of man..... 2 Meas.
Man rolls lady back to his right side retaining grasp of right hand as in measures 7 and 8 of the foregoing.. 2 Meas.
Repeat last 4 measures..... 4 Meas.

16 Meas.

Note:
There are a number of variations of this dance, with and without turns and rolls.

The Farmer

Music:
"Polly Wolly Doodle" for verse. Chorus improvised.
Formation:
Square set of four couples.
Call:
First old gent out to the right
Swing that girl around
Take her home and line her up
And lead that line around

Chorus:
The Farmer, the Farmer
Hauled another load away
Hey! Hey! the farmer took
Another load away
Action:
Man of couple #1 swings lady of couple #2, takes her to his place and the two of them plus the lady of couple #1 join hands in a single line and the man leads them around the outside of the set and back to place.
Call:
Same old gent on to the left (couple #3)
Swing that girl around
Take her home and line her up
And lead that line around
Chorus: (as above)
Same old gent on to the left (couple #4)
Swing that girl around
Take her home and line her up
And lead that line around

Chorus: (as above)

Now run away home and swing your own
Swing that gal around
Swing her high and swing her low
And promenade around

Chorus: (as above)

MY LITTLE GIRL
A Singing Call

Music:

My Little Girl Folkcraft Record #F1036

Formation:

Square set of four couples

Words:

First couple promenade the outside
Around the outside of the ring
The ladies chain right down the center
And they chain right back again
The ladies chain the right hand couple
And they chain right back again
The ladies chain the left hand couple
And they chain right back again

Chant:

Now it's all the way around your left hand lady
Oh boy! what a baby
See saw your pretty little taw
Prettiest girl I ever saw
Allemande left with your left hand
Right hand to your partner and a right and left grand
Deedle—I Deedle—I Deedle—I Do
You meet your gal and promeno

Sing:

And listen while I roar
You swing your honey till she feels funny
She's the gal that you adore
Next couple promenade the outside (etc.)

Explanation:

As first couple promenades around the outside of the set, the other couples move into the center. Lady 1 and lady 3 chain and chain right back, then lady 1 and 3 chain with ladies on their right and chain back. Then they chain with ladies on their left and chain back. Now the four men move around their corner going behind first and back to home position. Then they move around partners the same way. The ladies keep facing the center of the set and move forward and back as the men go behind and then in front of them. The rest of the call is self-explanatory.

MEET THE NEW EDITOR

The following sketch appeared in the September issue of the 1949 Journal, as part of the report on Honor Award Fellows:

"C. O. Jackson was born in De Kalb, Illinois, and attended schools in that city. He received the B. S. and A. M. degrees from the University of Illinois, and the Ed. D. degree from New York University. He is now professor of physical education at the University of Illinois. His first teaching position was in the junior-senior high school at Menominee, Michigan, where he was director of physical education and intramural athletics. In 1929 he accepted a position in the University of Illinois and has advanced steadily in that department. He has taught summer schools at New York University and at the University of Missouri.

"Dr. Jackson's extensive contributions in the fields of curriculum study and of vocational guidance are well known. He served as chairman of the Vocational Guidance Committee of the AAHPER, 1937-45, and was largely responsible for the publication of the pamphlet *Physical Education as a Profession (Res. Quart.* May, 1942), and for the six AAHPER. Vocational Guidance Series reports. He has conducted three state-wide surveys on curriculum in physical education in Illinois and two surveys on health practices in athletics. He has collaborated with other authors in the writing of books on curriculum and method, and has published many articles on health, physical education, curriculum and student teaching in professional magazines.

"As co-chairman of state legislation in 1942, he was responsible, in part, for writing the present state law in physical education in Illinois, and for the public relations program which preceded this measure.

"In the position of president of the Illinois State Association for Health, Physical Education, and Recreation (1943-44), as chairman of committees and sections of the Midwest and National Associations, Dr. Jackson has been a constructive leader."

He became a member of Phi Epsilon Kappa, Rho Chapter, at the University of Illinois, July 23, 1947, and has been a contributor to the *Physical Educator* since 1943. During the past two years, he has written book reviews and abstracts as one of the contributing editors. His previous venture into the editorial field consisted of eight years as editor of the Square and Diamond of Tau Delta Tau, his social fraternity.

BOOK REVIEWS

MASON, BERNARD S., *Dances and Stories of The American Indian,* New York, A. S. Barnes and Company, 1950, 269 pp., $5.00.

This is a well illustrated and well organized book on dances of the American Indian. Fundamental steps and body movements are well described.

The dances include the Powwow type, *"I Saw,"* dramatic story, chippewa group, group dances from the Plains, Cherokee, Southwest, Comedy, Mask, Hoop, Contest and Give Away Dances. Suggestions are given for the staging of the dances as the dancing ring, council fire ritual, bells, drums, rattlers, make-up, and costuming. Some music is included.

CAROLYN BOOKWALTER.

JENKINS, GLADYS GARDNER, HELEN SHACTER, and W. W. BAUER, *These Are Your Children,* Chicago, Scott, Foresman, and Company, 1950. 192 pp. $2.25.

The book is a text and guide on child development. Its chapters include a chapter each on the ages five to ten. The prefatory chapter emphasizes the variation and continuity of growth and stresses the importance of the early years.

Children are not small adults and the need for individual and suitable treatment for the maturity of each is stressed. Case studies are cited, pictures are appropriately interspersed with the discussion. Physical, mental, and social growth is taken up in each year. Outlined schedules for each year accompany the body of the guide. Selected reference round out this well written, interesting, and informative source on child growth and development.

KARL W. BOOKWALTER.

KRUEGER, WALTER W., *Fundamentals of Personal Hygiene.* Philadelphia: W. B. Saunders Company, 1950. 284 p. $3.00. Fifth edition.

This is a well-written, well-illustrated book for students on the college level that probably has value for anyone interested in the promotion of personal health. As collateral or reference reading, it should be useful in high school to supplement or complement the materials in health education commonly used there.

Although the text has almost three hundred pages, the use of thin paper has made it appear smaller than it really is. The many illustrations and tables which are included all help to make the material more understandable.

Perhaps the outstanding phase of the book is the length to which the author has gone to help the instructor teaching such a course. At the end of each chapter are a number of excellent questions for class discussion, and many chapters also include topics for oral or written reports. Twelve of the twenty-one chapters contain a section near the end on "health practices to be acquired." This may serve as motivation for the students, and a method of evaluation for the instructor.

Some idea of the scope of this book may be gained by listing a few of the chapter headings. "Nutritional needs of the body," "hygiene of the mouth and throat," "value of physical activity," "The feet and their care," "care of the skin," "sunlight and health," "recreation and rest," "health fads and follies," "infection." Several chapters which appear to the reviewer to be outstanding are "recreation and rest," "health of the mind," and "hygienic aspects of sex." This last one, is really a condensed statement of "family living and human relations" and not the usual stereotyped treatise so often found in similar books.

The fact that this book was originally published in 1932, and that it has gone through five editions, indicates both the contribution which the author has made, and the continued efforts to keep it usable and up to date. If you need a book on "personal hygiene" here is a text which merits more than a casual glance.

C. O. JACKSON.

O'ROURKE, FRANK, *The Greatest Victory and Other Baseball Stories,* A. S. Barnes and Company, New York, 1950. 206 pp. $2.50.

This is a book of twelve baseball stories written by a famous writer. Beginning with Lefty Smith who played with a dozen or more minor clubs before getting his first "break" in the big leagues, the author shows you the players, young and old, who meet success or failure on the ball field.

In these twelve stories O'Rourke portrays the personal problems of the players, their joys and sorrows, their desires and aspirations, their devotion and loyalty to the game.

Vivid scenes and tense moments bring you face to face with the exciting world of baseball. Each story is an interesting action-packed account of personalities and moments in baseball. A good book for reading entertainment of baseball fans.

DAVID D. RAINS.

National Research Council of the Research Section, *Measurement and Evaluation Materials,* American Association for Health, Physical Education and Recreation. Washington, 1950. 138 pp. $2.50.

This publication is the result of the efforts of 28 members of the Research Council. A large number of tests in 10 different fields are selected and outlined. The evidence is given for determining how well these tests meet certain enumerated criteria. Selected references guide the reader to original and complete sources for the selected tests and their fields.

The first part of the source serves as reference to the topical areas. The latter part of the book is devoted to tests specific to these areas.

KARL W. BOOKWALTER.

WALL, FRANCIS P. and ZEIDBERG, LOUIS D. *Health Guides and Guards,* New York, Prentice-Hall, Inc., Fourth Edition, 1949. 390 pp. $3.00.

The book represents up-to-date thinking in the realm of personal and community health. It is suitable for use in health courses in the early years of college.

The material is presented in two parts. Part I is devoted to Personal Hygiene. Part II is devoted to Community Hygiene.

In discussing the various systems of the body the authors consider structure, function, diseases and hygiene in the order mentioned.

Sex hygiene and venereal diseases claim more than ordinary attention in an early part of the book.

In discussing the social diseases, consideration is given to cause, methods of transmission, symptoms, complications, prevention, treatment, and public health in the order mentioned.

A unique feature of the book is the inclusion of a set of questions covering each chapter. These appear in the back of the book and the pages are perforated to facilitate removal of each page.

The usefulness of the book is increased by the inclusion of an index.

J. KEOGH RASH.

BEE, CLAIR, *Winning Basketball Plays,* New York, A. S. Barnes and Company, 1950. 176 pp. $3.00.

Both the experienced and beginning basketball coach may profit from the use of this book. Plays from leading coaches are clearly diagramed and analyzed. Many phases of offensive team play are illustrated and explained.

The book is divided into five parts: Attacking the Man-to-Man Defense; Attacking the Zone Defense; The Quick Break; Jump Ball Plays; and Out-of-Bounds Plays. Much space is devoted to the strategy of attacking the man-to-man defense. "Every conceivable attack known in basketball against the man-to-man defense" is diagrammatically analyzed. The various types of zone defensive patterns are discussed, their weaknesses and strong points indicated. Offensive plays are set up for penetrating the vulnerable spots of each type of zone pattern. Details of the advantages and techniques involved in the execution of the fast break are given adequate and clear treatment. Practice drills for the fast break offense are also illustrated.

A short description of the basketball background of each contributing coach precedes each series of plays. A few of the famous coaches included in this volume are: Forest C. (Phog) Allen of the University of Kansas, Adolph Rupp of Kentucky, Ed Hickey of the St. Louis Billikins, Nat Holman of the City College Beavers, Henry Iba of the Oklahoma Aggies, and many others.

DAVID D. RAINS.

HARRIS, JANE A., ANNE PITTMAN and MARLYS SWENSON, *Dance a While, Handbook of Folk, Square and Social Dance,* Minneapolis, Burgett Publishing Company, 1950. 156 pp. $2.50.

The foreword of this source book shows the rapid spread of square and folk dancing and indicates some of the leaders in this movement. The preface shows the need for and purpose of the text.

The history and trends of American folk and square dancing introduces the body of the book. A chapter on suggestions for organization and teaching of folk and square dances follows. Such items as meeting place, music, public address system, appropriate dress, program, teaching hints, and types of dances constitute that chapter.

Dance fundamentals including rhythm and meter, forms of locomotion and basic dance steps are carefully outlined. A chapter on Western Square Dances follows. In this outline the call describes each dance. American Couple Dances are next outlined as to music, position, steps, and detailed descriptions. International Dances, Mixers, Social Dances, a final glossary and a bibliography make this project a handy source for teachers and recreation leaders.

KARL W. BOOKWALTER.

JACOBS, HELEN, *Center Court,* New York, A. S. Barnes and Company, 1950. 239 pp. $2.50.

This is a story of a champion's life. An interesting story of Kathy Webb at the peak of her tennis career. It reveals the color and suspense accompanying championship matches and also the training, mental and physical stamina needed in developing to championship caliber.

The story begins at the women's national tennis singles championship finals at Forest Hills, and carries you through the excitement, moments of happiness, and disappointments of participants in these highly competitive contests.

DAVID D. RAINS.

PUBLIC RELATIONS

(Continued from Page 84)

to be known. The school must have the public's confidence and in order to do so, must tell all the facts about the school, good, bad, and indifferent. Every phase of the school program must be interpreted if the publicity is to be inclusive. Outstanding agencies for interpretation are as follows:

1. The public press. 2. School publications. 3. Teacher relations. 4. Pupil activities. 5. Exhibits, demonstrations, etc. 6. Community agencies. 7. Outside educational agencies. 8. Radio, television, news and speeches.

The newspaper is as active a medium for public school education as can be found outside the school itself. Most newspaper editors are glad to print school news because no subject is dearer to the parent's heart than his children and the circulation of the newspaper depends on its appeal to the public.

The teachers are the first interpreters in the classroom and out and if they cannot be good interpreters they should be in some other profession. The pupils have their eyes on them in the classroom and on the outside from day to day. Consequently, they must realize that their interpretation goes beyond the classroom. It is true that their classroom activity is a real public relations job, but if they are efficient and successful in the classroom they must enter into other phases of the community's life. The attitude of a teacher towards the public, toward teaching and toward the school itself is one of the most potent factors in creating good and bad impressions of the pupils toward the school.

Pupils are among the most effective of all the schools' public relations agents. The best kind of public relations for a school is achieved through happy, satisfied and challenged children. Much information about the schools, teachers and teaching reaches the parents by way of the children. Each day that schools are in session, the pupils travel back and forth between home and school, carrying in both directions information, opinions and attitudes.

Perhaps you have noted that my remarks concerning public relations have been directed toward the total school program. The school administrator is coming to realize that no phase of the school program should be ignored and that no segment of the school staff be excluded. Overemphasis on spectacular activities such as football, basketball, band or any other particular pupil activity does not make for a comprehensive program of public relations.

It is true that some phases of the school program are more easily interpreted than others. Physical education is a phase of the school program which lends itself well to good public relations in spite of some rocks which are tossed in that direction. It is not something new in the progress of civilization. Present day man is much the same anatomically, physiologically and emotionally as was primitive man. The Greeks had Olympic games as early as 776 B. C. We are not pioneers in the field of physical growth and development. Parents want their children to be strong, healthy and physically skillful. Communities all over America are clamoring for more park acreage, swimming pools, playgrounds and equipment, tennis courts, etc. A wonderful opportunity is available for us to work with other community groups in consolidating the use of physical education facilities; thereby creating a harmony of understanding.

CONVENTION

(Continued from Page 74)

The greatest single factor contributing to good community relations is good teaching. A well-developed physical education program gives tone to the entire school. It is a foundation stone of the curriculum. Because all pupils of the school are involved in the program several times per week, because of the greater informality of the gymnasium and playfield, and because of the community contacts through athletics, physical education demonstrations, play days, May days, health examinations and follow-up, the physical education teacher occupies a strategic public-relations position in the school second only to the principal. Therefore, in addition to conducting a good teaching program, the physical educator has at his disposal many means of developing favorable or unfavorable attitudes toward health, physical education, and athletics, toward the school and the school system, and toward education in general. It is well for the teacher to be conscious of his position of influence in the school and in the community, and to act accordingly.—W. K. Streit, Cincinnati, Ohio.

Beginning the school year in the fall and ending in the spring is a pattern that does not fit our modern demand. We must place education on a 12-month basis in America. We can't settle for a half-time school system. This does not mean that every teacher will teach 12 months. But we need the additional time to learn joy, thrill and satisfaction of expression and to get close to the earth. —Dr. Willard Goslin.

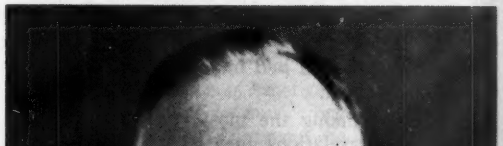
WHO'S WHO IN PHI EPSILON KAPPA

BEN W. MILLER

Born in Otwell, Indiana on December 2, 1909, Ben Miller has become nationally known in many areas. He received the A. B. and M. S. degrees from Indiana University and the Ph. D. degree from New York University. After being on the staff in the Department of Physical Education for Men at Indiana University for seven years, he was appointed Executive Secretary of the American Association for Health, Physical Education, and Recreation. He served in the latter capacity until 1948 when he became Executive Director of the American Youth Hostels, Inc.

He is the author of many articles and co-author of several books. He is a Fellow in the AAHPER, a member of the Academy of Physical Education, and a Fellow of the American Public Health Association. He has served as president of the Indiana Association for Health, Physical Education, and Recreation and of the Mid-West Physical Education Association. He has also served on national and international committees. He is listed in Who's Who in America and in Leaders in American Education. An outstanding young man in the profession.

FREDERICK W. COZENS



Born in Portland, Oregon, November 19, 1890, Fred Cozens has progressed from Teaching Fellow in Physical Education at University of California in 1915 to Professor of Physical Education and Director of Physical Education for Men at the same institution.

An author or co-author of many books, especially on testing, Fred has also contributed many articles to the literature. He is a fellow of the AAHPER, a member of the Academy and President of the Association in 1938. The Ling Medal of Sweden and the Medal of Merit of Czechoslovakia were also bestowed upon him. He is listed in Who's Who in America and in Who's Who in American Education.

The A. B. Degree was obtained at California in 1915, the A. M. in 1918 and the Ph. D. was earned at the University of Oregon in 1928. Fred is easily one of the top men in our profession.

BLACK AND GOLD NEWS

IMPORTANT NOTICE

THE CENTRAL OFFICE ADDRESS HAS BEEN CHANGED—

ADDRESS ALL COMMUNICATIONS TO:

R. R. Schreiber, National Secretary-Treasurer

3747 North Linwood Avenue

Indianapolis 18, Indiana

INSTALLATION OF ALPHA XI CHAPTER

Under the leadership of Brother Nelson S. Walke, Alpha '16, and Dr. J. Duke Elkow, presently Chapter Sponsor, the members of the Society of Health and Physical Education of Brooklyn College, Brooklyn, New York, petitioned for a Charter as Alpha Xi Chapter of Phi Epsilon Kappa Fraternity. The Charter was granted and the installation was held April 16, 1950. Twenty-seven members constituted the Charter Members. Five faculty members were included in the twenty-seven. With the interest demonstrated by this new chapter and with the wise guidance and counsel of Brother Dr. Nelson S. Walke we expect to hear of fine achievements in the collegiate area. Dr. Walke has maintained his interest and membership in Phi Epsilon Kappa Fraternity from the time of his initiation into Alpha Chapter in 1916. With such a person in the position of Chairman, Department of Health and Physical Education, Alpha Xi Chapter can do no less than the best. Congratulations and welcome brothers!!

INSTALLATION OF ALPHA OMICRON CHAPTER

On May 14, 1950, thirty-four Charter Members of Alpha Omicron Chapter were initiated and the chapter was installed under the direction and supervision of District Counselor Al Andrews. Brother Paul C. Romeo, Alpha '39 worked hard to make all arrangements and has been rewarded by becoming the first Faculty Sponsor for this group. The Syracuse Alumni Chapter is ready, willing and certainly able to give what counsel and advice this latest "addition" to Phi Epsilon Kappa Fraternity will need. An ambitious program is being formulated for the 1950-51 school year and the Central Office is available for any assistance which may be required. Congratulations on becoming the newest collegiate chapter of the outstanding physical education group in the country.

CHAPTER NEWS

KAPPA CHAPTER (University of Michigan)

Kappa Chapter is planning a Physical Education Lecture Series for the 1950-51 school year. Some of the topics to be discussed and the proposed speakers follows:

Purchase and Care of Athletic Equipment, Henry Hatch & "Blackie" Blackburn.

Football Scouting, Ernie McCoy or Don Robinson.

Basketball, Ernie McCoy, Michigan's Basketbal Coach.

Officiating, Ernie Vick, Big Ten Official.

Summer Camps, Herbert Twining, Director of Camp Algonquin.

Community Recreation Programs, L. H. Hollway, Director of Physical Education, Athletics & Recreation, Ann Arbor, Michigan.

Athletic Training & Conditioning, Jim Hunt, Trainer.

RHO CHAPTER (University of Illinois)

Rho Chapter sponsored the Danish Gymnastic Exhibition Group this past year in conjunction with Delta Theta Epsilon Fraternity and from all reports the show was both interesting and entertaining. Brother Dr. Seward C. Staley, Director of the School of Physical Education, gave an inspiring talk on the occasion of the Founders' Day Dinner on "Present Day Problems Confronting the Profession." Honored on this occasion were Brothers Elmer Scholer and George Hoover who were presented with Scholarship Key Awards for their outstanding scholarship during the past three and one-half years.

The 1950-51 school year promises to be a busy one for Rho Chapter. They will join with the Women's Physical Education Department in presenting the Lloyd Shaw Cowboy Dance Group.

Rho Chapter is proud of the appointment of Dr. C. O. Jackson as Editor of THE PHYSICAL EDUCATOR, the professional publication sponsored by Phi Epsilon Kappa Fraternity.

THETA CHAPTER (University of Wisconsin)

Under the guidance and direction of Brother Robert Nohr, Jr., one of the Founders of Phi Epsilon Kappa Fraternity, Theta Chapter was reactivated. Several highly interesting meetings were held during the year and speakers and motion pictures on physical education activities were on the program. The fraternity is planning on joint sponsorship of social mixers with the Women's Physical Education Department.

Brother Yoshio Yamada was selected to be the recipient of the Senior Award Scholarship Key.

ALPHA GAMMA CHAPTER (Washington State College)

Brother Hubert J. Dunn, Sponsor of Alpha Gamma Chapter addressed the undergraduate students of the University of British Columbia concerning the establishment of a chapter of Phi Epsilon Kappa Fraternity at the University of British Columbia.

Projects under consideration for the 1950-51 school year are, establishment of a reading room for the students of the school of Physical Education, and the setting up of a Memorial Award for the outstanding senior in honor of the late Brother Dr. DiGiovanna.

ALPHA IOTA CHAPTER (Miami University)

Alpha Iota Chapter sponsored the sale of programs at the basketball games; donated the "Most Valuable Player" trophy for basketball season; conducted officiating classes in football and basketball; conducted a Camping Forum; sponsored an "All Sports Carnival," sponsored the State Test for Track Officials; and, sent two representatives to the Founders' Day Banquet held in Cincinnati by the Cincinnati Alumni Chapter.

CINCINNATI ALUMNI CHAPTER

An outstanding program of topics and speakers for the monthly meetings held during the 1949-50 season included talks by Dr. Karl W. Bookwalter of Indiana University on the Wetzel Grid; Mr. Duane W. Christy of the Childrens' Home on "Delinquent Children and Their Problems and What the Physical Educator Can Do To Solve Them"; Sid Gilman and George Blackburn, Head Football Coach and Assistant, "University of Cincinnati's System of Grading Football Players"; and, Founders' Day Banquet with Ollie James as Guest Speaker.

Brother Stanley Castelli's application for the Scholarship Key Award was approved and presented in June.

SYRACUSE ALUMNI CHAPTER

Brother Henry G. Berberich, Director of Physical Education and Athletics, Syracuse Public Schools, was stricken with a coronary thrombosis and passed away on March 6, 1950. He was Treasurer of the Syracuse Alumni Chapter and had done much to further the cause of physical education and athletics in Syracuse and New York State.

Karl Lawrence, Colgate University faculty member in charge of Teacher Training and formerly basketball coach, was initiated at the New York State Convention.

Brother Al Andrews is Chairman-Elect of the Public School Section of the Eastern District, Health and Physical Education Association.

A Testimonial Dinner was held recently to honor Brother Lew Andreas who has completed twenty-five years as Head Basketball Coach of the Syracuse University Basketball Team.

HONOR AWARD PRESENTED TO DR. C. H. McCLOY, Iota 1930

On May 14, 1950, Brother Charles H. McCloy, Iota 1930, was presented with the Honor Award, the highest award available in Phi Epsilon Kappa Fraternity. Brother McCloy richly deserves this honor and our fraternity may well be proud to have him as one of our members.

Brother McCloy's achievements in the profession are well known to many—to list all of them would take all the space allotted to Black and Gold news in any issue of this magazine. However, he received the Ph.B. from Marietta College in 1907, the M.A. from Marietta College in 1910 and the Ph.D. from Columbia University in 1932. In 1947 he was awarded the Sc.D. by Marietta College.

Brother McCloy began his teaching career as an Instructor at Marietta College in 1905 and held the following positions since that time: Director, Physical Education and Acting Head, Department of Biology at Yankton College from 1907 to 1908; Physical Director, Y. M. C. A., Danville, Virginia from 1908 to 1911; Instructor, Physical Education, Public Athletic League, Baltimore, Maryland, from 1911 through 1913; Secretary, Department of Physical Education, National Council of Y. M. C. A., China, 1913 through 1921; Director, School of Physical Education, National Southeastern University, Nanking, China, 1921 to 1926; Senior Instructor, Health Education, Detroit Teachers College, 1926 to 1927; Secretary for Research in Physical Education, National Council of Y. M. C. A., New York City, 1927 to 1930; Lecturer, Teachers College, Columbia University from 1928 to 1929; and, Research Professor of Physical Education, State University of Iowa from 1930.

He is a member of Phi Beta Kappa, Sigma Xi, Phi Tau Phi (Chinese honor society), Masonic Lodge, American Association of Physical Anthropologists, Fellow, American Academy of Physical Education, Research Award 1938, Secretary-Treasurer, 1941-45, President, 1947-1949. He has served as Expert Consultant to the War Department, Navy Department and Joint Army and Navy Committee on Welfare and Recreation.

He was a member, Educational Mission to Japan, February-March, 1946, President, Pan-American Institute of Physical Education, 1946-1950, and President, Board of Consultants for review of Physical Education Program at West Point, February, 1947.

He authored fourteen books on physical education activities in Chinese and six in the English language. He has contributed scores of articles to Chinese and American Educational Journals and is at present General Editor for Appleton-Century-Crofts Company, Physical Education Series.

Phi Epsilon Kappa Fraternity is proud to list Charles H. McCloy as one of nine brothers who have received the HONOR AWARD.

MEMBERSHIP REPORT
as of July 31, 1950

Collegiate Chapters

First: Mu ---------- 93
Second: Alpha ---------- 83
Third: Alpha Nu ---------- 75

Alpha	83	Alpha Beta	37
Gamma	54	Alpha Gamma	31
Eta	37	Alpha Delta	37
Theta	58	Sigma Alpha	28
Iota	37	Alpha Epsilon	57
Kappa	57	Alpha Zeta	43
Lambda	69	Alpha Eta	46
Mu	93	Alpha Theta	31
Nu	25	Alpha Iota	65
Xi	51	Alpha Kappa	15
Omicron	30	Alpha Lambda	23
Rho	67	Alpha Mu	30
Upsilon	41	Alpha Nu	75
Phi	30	Alpha Xi	27
Chi	47	Alpha Omicron	34
Psi	35		

Total ---------- 1393

Alumni Chapters

First: Philadelphia ---------- 132
Second: Cincinnati ---------- 93
Third: Pittsburgh ---------- 50

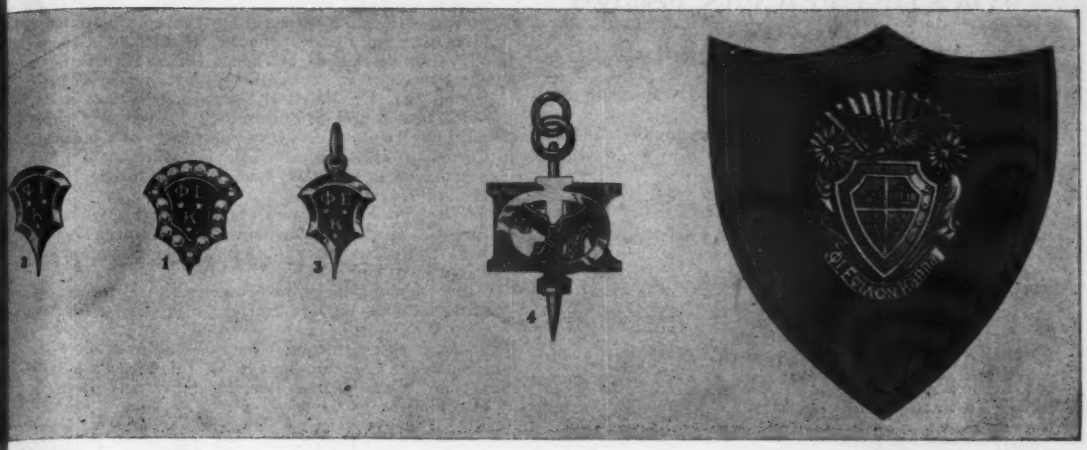
Buffalo	45	New York	2
Cincinnati	93	Philadelphia	132
Detroit	45	Pittsburgh	50
Indianapolis	19	St. Louis	20
Los Angeles	49	Syracuse	27
Milwaukee	21	Unaffiliated	178
Missoula	5		
Newark	24	Total	710

Grand Total ---------- 2103

1949-50 INITIATIONS

Alpha Nu	75	Alpha Gamma	18
Theta	55	Xi	17
Alpha Iota	47	Alpha Theta	14
Kappa	38	Alpha Eta	14
Alpha Delta	35	Upsilon	13
Lambda	34	Alpha Zeta	11
Alpha Omicron	34	Nu	11
Mu	34	Sigma Alpha	11
Gamma	30	Phi	10
Alpha Nu	30	Eta	9
Rho	29	Pittsburgh Alumni	8
Omicron	28	Alpha Lambda	7
Alpha Xi	27	Detroit Alumni	7
Alpha	27	Syracuse Alumni	6
Alpha Epsilon	27	Cincinnati Alumni	4
Chi	24	Missoula Alumni	2
Psi	22	Buffalo Alumni	1
Alpha Beta	22	Newark Alumni	1
Iota	20		

Total ---------- 802



OFFICIAL PLAIN PIN | OFFICIAL JEWELED PIN | PLAIN KEY | SCHOLARSHIP KEY | PLAQUE

All Orders for Badges and Keys Must be Sent to Your Executive Secretary in the Central Office

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for
DANCE FAVORS | NOVELTY JEWELRY RINGS | PERSONAL JEWELRY

OFFICIAL JEWELER TO PHI EPSILON KAPPA
SPICER-GIERKE COMPANY
INDIANAPOLIS INDIANA

SCHOLARSHIP KEY RECIPIENTS, 1949-50

Cecil P. Cameron	Alpha	May, 1949	
James Edwin Collie	Alpha	May, 1949	
John C. Shagool	Phi	May, 1949	Senior Award
Gilbert Rottman	Milwaukee Al.	June, 1949	
Walter Foster	Unaffiliated Al.	Nov., 1949	
Charles M. Sullivan	Cincinnati Al.	Jan., 1950	
Robert P. McFarland	Psi	Jan., 1950	Senior Award
James G. Bergwall	Nu	Feb., 1950	Senior Award
Donald S. Brumbaugh	Alpha	April, 1950	
Robert Dean Elliott	Alpha Iota	April, 1950	Senior Award
Norman G. Schulte	Alpha	May, 1950	Senior Award
Wilbur T. Braithwaite	Alpha Theta	May, 1950	Senior Award
Wayne B. Fagg	Alpha Theta	May, 1950	
E. Merrill Gomm	Alpha Theta	May, 1950	
Ernest P. Rangazas	Alpha	May, 1950	
Elmer Arthur Scholer	Rho	May, 1950	Senior Award
George Rollin Hoover	Rho	May, 1950	Senior Award
Richard Harms	Gamma	May, 1950	Senior Award
Albert M. Olson	Alpha Gamma	May, 1950	Senior Award
Stanley Castelli	Cincinnati Al.	June, 1950	

Deadline dates for Black and Gold News appearing in THE PHYSICAL EDUCATOR

DECEMBER ISSUE—October 1, 1950
MARCH ISSUE —January 1, 1951
MAY ISSUE —March 1, 1951
OCTOBER ISSUE —July 1, 1951

PHI EPSILON KAPPA DIRECTORY OF OFFICERS, 1950-1951

National Officers

PRESIDENT: Earl W. Vornheder, 2941 Mignon Ave., Cincinnati 11, Ohio.
VICE-PRESIDENT: W. K. Streit, 216 East 9th St., Cincinnati 2, Ohio.
SECRETARY-TREASURER: R. R. Schreiber, 3747 N. Linwood Ave., Indianapolis 18, Ind.

Alumni Chapter Secretaries

BUFFALO: Paul S. Bassett, 192 S. Side Parkway, Buffalo 20, New York.
CINCINNATI: Robert Cheeseman, 3695 Eyrich Street, Cincinnati 11, Ohio.
DETROIT: No Report.
INDIANAPOLIS: No Report.
LOS ANGELES: Raymond Vernoy, 201 East 109th Street, Los Angeles 3, Calif.
MILWAUKEE: Stewart Goodearle, 2535 North 44th Street, Milwaukee 10, Wis.
MISSOULA: No Report.
NEWARK: No Report.
NEW YORK: No Report.
PHILADELPHIA: No Report.
PITTSBURGH: John F. Benz, 6300 Howe Street, Pittsburgh 6, Penna.
ST. LOUIS: No Report.
SYRACUSE: No Report.

Collegiate Chapter Sponsors and Officers

NOTE: Address correspondence to the sponsor at the school or to the chapter officer, c/o the sponsor.
CODE: Sp. means Sponsor; P. means President; V.P. means Vice-President; S. means Secretary; T. means Treasurer.

ALPHA: School of H. P. E. & R., Indiana University, Bloomington, Indiana. Sp. Malcolm McLelland, P. James McKeever, V.P. Robert Maletich, S. John DiBiase, T. Albert Isler.

GAMMA: Dept. of P. E., Temple University, Philadelphia, Penna. Sp. Warren Conrad, Dobbins H. S., Philadelphia, Penna. P. George Ogden, Jr., V. P. Richard Morloch, S. Joseph Costello, T. William Kaufman.

ZETA: Dept. of P. E., Teachers College, Columbia University, New York. Sp. John Hutchinson.

ETA: Dept. of P. E., State Teachers College, Trenton, N. J. Sp. Roy W. Van Ness, P. Phillip Ollio, V.P. Nicholas Lauricella, S. Richard Krempecki, T. John Jengehino.

THETA: Dept. of P. E., University of Wisconsin, Madison, Wisconsin. Sp. Robert Nohr, Jr., P. John Klement, V.P. Samuel Rodich, S. Jerome Stueber, T. Jack Taylor.

IOTA: Field House, State University of Iowa, Iowa City, Iowa. Sp. Dr. Frederic S. Beebee, P. Pete Everett, V.P., Bob Christoph, S. William McCabe, T. Dr. Frederic S. Beebee.

KAPPA: Waterman Gymnasium, University of Michigan, Ann Arbor, Michigan. Sp. Rodney Grambeau, P. Robert Davis, V.P. William Moore, S. Thomas Tillman, T. William Parrish.

LAMBDA: Dept. of P. E., University of California, Los Angeles, California. Sp. Wilfred Sutton, P. Bill Lundquist, V.P. Bill Young, S. Richard Leech, T. Sy Silverman.

MU: School of H. & P. E., Ithaca College, Ithaca, New York. Sp. Wm. M. Grimshaw, P. Charles Walsh, V.P. Fred Hanlon, S. Angelo Macci, T. Bernard J. McGovern.

NU: Dept. of P. E., State Teachers College, LaCrosse, Wisconsin. Sp. W. J. Wittich, P. Thomas Flood, V.P. Emmett Boyce, S. William Cole, T. William Dunbar.

XI: Dept. of P. E., University of Wyoming, Laramie, Wyoming. Sp. Francis Stroup, P. James Storey, V.P. Robert Mason, S. Pete Buonomo, T. Albert Manchak.

OMICRON: School of H. & P. E., University of Oregon, Eugene, Oregon. Sp. Dr. P. O. Sigerseth, P. Don DuBois, V.P. John McGinnis, S. Oscar Lemiere, T. George Pearson.

PI: Dept. of P. E., Montana State University, Missoula, Montana. Sp. Charles Hertler, P. Donald Delaney, V.P. Clarence Beagle, S. Donald Bross, T. Kaye Lenn.

RHO: School of P. E., University of Illinois, Urbana, Illinois. Sp. Dr. Ralph H. Johnson, P. Frank Dolan, V.P. Oscar Siegel, S. Robert Rice, T. William Jasinek.

UPSILON: Dept. of Athletics, University of Cincinnati, Cincinnati 21, Ohio. Sp. M. C. Mileham, P. Dan Sestakauckas, V.P. Joe Luchi, S. Ed Lentz, T. Lee Haslinger.

PHI: Dept. of P. E., Kansas State College, Manhattan, Kansas. Sp. L. P. Washburn, P. Clarence Thomas, V.P. Marcellus Schwartz, S. Jay McGaughey, T. Percy Wayman.

CHI: Occidental College, Los Angeles 41, California. Sp. Carl Klafs, P. Edward Harper, V.P. George Goff, S. Fred Wadsworth, T. Dick Theriot.

PSI: Dept. of Athletics, Ohio Wesleyan University, Delaware, Ohio. Sp. Robert M. Strimer, P. Donald Wedge, V.P. Thomas Bangert, S. Harold Betz, T. Harold Betz.

ALPHA BETA: Dept. of P. E., State College of Pennsylvania, State College, Pa. Sp. Dr. A. F. Davis, P. Stanley Laganosky, V.P. Glen Seifried, S. Howard Koons, T. Dick Koerber.

ALPHA GAMMA: Bohler Gymnasium, Washington State College, Pullman, Washington. Sp. Hubert J. Dunn, P. Merle Suelzle, V.P. Gerard P. McHugh, S. Clifford Gillies, T. Lyle Pugh.

SIGMA ALPHA: Dept. of P. E., University of Southern California, Los Angeles, Calif. Sp. Dr. E. C. Davis, P. Robert Chambers, V.P. Harry Anderson, S. Jim Black, T. Serge Freeman.

ALPHA DELTA: Dept. of P. E., Kent State University, Kent, Ohio. Sp. Frank Ballenger, P. Frank Klinger, V.P. Bill Reppa, S. Rick Forzano, T. Robert Pease.

ALPHA EPSILON: Dept. of P. E., San Jose State College, San Jose, Calif. Sp. Robert Bronzan. No officers listed.

ALPHA ZETA: Dept. of P. E., Boston University, Boston, Mass. Sp. Dr. G. L. Rarick, P. Joseph M. Sullivan, V.P. Charles Tucker, S. Joseph Normandy, T. Richard Preston.

ALPHA ETA: Dept. of P. E., Manhattan College, New York, N. Y. Sp. Richard J. Cole, P. Dominick Mascagna, V.P. Charles Lang, S. Thomas Ryder, T. James Irish.

ALPHA THETA: Dept. of P. E. & R., Utah State Agr. College, Logan, Utah. Sp. Israel Heaton, P. Paul Kretchmer, V.P. Ralph Downs, S. Don Brenneman, T. Remo Palidori.

ALPHA IOTA: Dept. of P. E., Miami University, Oxford, Ohio. Sp. Thomas P. Van Voorhis, P. L. Marvin Moorehead, V.P. Ken Allerman, S. Ken Oliver, T. John Sanders.

ALPHA KAPPA: Dept. of P. E., University of North Dakota, Grand Forks, N. D. Sp. L. R. Marti, P. Francis Pavek, V.P. Earl Gangeness, S. Richard Hovet, T. C. Wayne Letich.

ALPHA LAMBDA: Dept. of Ath. & P. E., Wake Forest College, Wake Forest, N. C. Sp. James W. Long, P. Carroll Blackerby, V.P. Jack Overman, S. Lee Rhodes, T. Harry Jackson.

ALPHA MU: Dept. of P. E. H. & R., Michigan State College, East Lansing, Mich. Sp. George Szypula. No officers listed.

ALPHA NU: Dept. of P. E., University of Buffalo, Buffalo, New York. Sp. La Verne Ensminger, P. Irving Grenzebach, V.P. Edwin O'Reilly, S. Anthony E. Panzica, T. Donald Jaecock.

ALPHA XI: Dept. of P. E., Brooklyn College, Brooklyn, N. Y. Sp. J. Duke Elkow. No officers listed.

ALPHA OMICRON: Archbold Gymnasium, Syracuse University, Syracuse, N. Y. Sp. Paul C. Romeo, P. Harold L. Ray, V.P. John Spitaleri, S. Wilfred Gray, T. Jack Bean.

4

A GUIDANCE PLAN FOR THE SERVICE PROGRAM IN PHYSICAL EDUCATION

H. E. KENNEY
University of Illinois

A student in the Service Program in Physical Education at the college level needs help in deciding what courses or activities he should select. This is especially true in institutions that offer a wide selection of activities. The easiest thing to do, of course, is to permit a student to choose courses according to his interests. Under this plan it usually works out that he registers in activities in which he already has considerable skill and interest. Many avoid swimming because of fear of the water. Some avoid participation in team sports because of unsatisfactory experience in this area. Others take all of their physical education in team sports and consequently meet physical education requirements without aquatic or individual sports experience and without acquiring certain skills of more permanent recreational value.

Without help students do not think these problems through too well. A man who was a varsity athlete in high school may feel that he has no interest in learning the skills of handball or archery. Another student may be certain that swimming is not for him. It is all right for the man who was fortunate enough to avoid a phobia about deep water but not for him. Hasn't he tried many times to whip this fear and failed? Why go through all that again? Others love the water and unless guided into other areas will take all or most of their courses in the aquatic area. We have found that many students need counseling to help them choose wisely the activities or courses for their four semesters in the Physical Education Program.

At the University of Illinois we have been experimenting for some time to find a system of guidance that is simple and practical. In institutions where the enrollment in physical education is small there is, perhaps, not quite the same problem as in a larger university with thousands of students in a required program. In a large university it is not possible to do a great deal of individual and personal guidance. It is necessary to do the job largely on a group basis, although certain problems, of course, can and should be discussed by individual conferences with the students concerned. At the present time at the University of Illinois we are using a group guidance plan that seems to be working very satisfactorily. It is, in the main, group guidance but individual conferences are necessary in many instances. The plan is as follows:

NEW STUDENTS
(Freshmen and Transfer Students)

First Step—Health Examination. This examination is given by qualified physicians under the direction of the University Health Officer. If a student is found to have physical defects or handicaps that will prevent him from profiting by participation in the regular physical education program he is assigned to a "Prescribed Exercise" class. A statement concerning the physical condition of this student is sent to the supervisor of the service curriculum in physical education. If there are sports that this handicapped student may participate in without danger of injury to himself these activities are indicated by the University Health Officer on a special report form for this purpose. While at the Health Service, all students without handicaps or defects are given an appointment for a motor fitness test administered by the School of Physical Education.

Second Step—Motor Fitness Test. The School of Physical Education has established a motor fitness testing schedule running through registration week and also a schedule for late registrants during the first three days of classes. A three-item screen test consisting of chins, sitting tucks, and the mile run is used for purposes of uncovering those students who are, developmentally, in the lower fifteen per cent of incoming freshmen. On test days a group of new students begins this test every fifteen minutes. It takes approximately one hour for each group of students to finish the test.

Before starting this Motor Fitness Test each man in the group is handed a guidance card and with the help of the instructor he fills out Section 1 of the card which is illustrated elsewhere.

The instructor explains each question on Section I of the guidance card and also explains why the information is needed. It is explained that the information is used to help the student select courses of most benefit to him. There is no need for distorting the truth in filling out this section since the information is used for guidance, in the real sense, and not for assignment without respect for the desires of the individual. The only conditions under which "pushing" is done, rather than guidance, is with students who fail to achieve a passing score on the three-item motor fitness test. Students who fail to score 45 points on the motor fitness test are assigned to Basic Physical Fitness for their first semester of physical education. If Area I (Basic) is indicated for the first semester, this area is circled on Section 2 of the guidance card. The areas recommended for the remainder of the student's work in the program are checked in Section 2 of the guidance card. An instructor

explains the significance of each question asked on the card and defends the suggestions made for a student. It is difficult to help students fill out guidance cards and explain the reasons for certain selections of courses without incidentally selling the idea of a broad sports experience in the program.

The Basic Physical Fitness course to which the lower fifteen per cent of incoming freshmen are assigned, has as its main objective the motivation of the individual toward an understanding of his need for a higher level of physical efficiency and fitness. It is not a regimented program designed for forcing the individual through a strenuous developmental program by "cracking the whip" over him. An attempt is made to help each individual student understand how he happened to be a lower level physical specimen and what he can do about it. We have been quite successful in selling the students in this course on the advantages of doing something about their condition. We have found that motivating individual students to have an earnest desire for better organic and muscular efficiency results in more enduring benefits than merely concentrating on immediate physical condition.

In filling out Section 2 of the guidance card the following principles are observed:

1. All students should learn to swim at least 100 yards.
2. Students with considerable team sport experience at the high school or college level should be advised to divide their college experience between the recreational area (Area 6), combative area (Area 4), and athletic and acrobatic area (Area 3).
3. Students who have had considerable combative experience at either the high school or college levels should avoid this area in their selections.
4. The total experience of a student should be spread as widely as possible.

UNIVERSITY OF ILLINOIS
SCHOOL OF PHYSICAL EDUCATION

Section 1

GUIDANCE CARD

1. How many years of scheduled class work in Physical Education have you participated in below the college level elementary school and high school)?_____
2. If the answer to question 1 is None please state why you did not participate_____
   _____
3. In what Physical Education courses at the college level have you received credit (by registration or by proficiency)?
   (1) _____ (2) _____
   (3) _____ (4) _____
4. Can you swim? (Circle) Yes No (If less than 100 yds. circle No)
   100 yds. 400 yds. Life Saving
5. Did you play on a varsity team in high school or college? (Circle) Yes No
   What sports? _____
6. Have you had at least one season's experience in team sports at the intramural level or higher?
   (Circle) Yes No What sports?_____
   _____
7. In what recreational sports are you reasonably proficient? (Circle) Badminton, Tennis, Handball, Squash, Racquets, Archery, Golf, Bowling, Bait Casting, Fly Casting (List additional sports)_____
8. What sports would you particularly like to learn while at the University?_____
   _____

UNIVERSITY OF ILLINOIS
SCHOOL OF PHYSICAL EDUCATION

Section 2

Name _____Course _____ Section _____

It is recommended that you select your Physical Education activities from the areas checked. Call for your guidance card at the Physical Education registration desk when you register. New students please retain this card and present it to your registration clerk when you register in Physical Education. If AREA I is circled student must register in that area first.

_____AREA 1—Therapeutic and Developmental (Prescribed Exercise, Basic Physical Fitness).
_____AREA 2—Aquatic (Beginning Swimming, Advanced Swimming, Life Saving).
_____AREA 3—Athletic and Acrobatic (Tumbling, Apparatus Stunts, Individual Athletics, Weight Lifting, Circus Stunts, Track and Field Athletics).
_____AREA 4—Combative (Personal Defense Activities, Boxing, Wrestling, Foil Fencing).
_____AREA 5—Team (Soccer, Volleyball, Softball, Touch Football).
_____AREA 6—Recreational (Badminton, Tennis, Handball, Squash Racquets, Archery, Bowling and Bait or Fly Casting).

UNIVERSITY OF ILLINOIS
SCHOOL OF PHYSICAL EDUCATION (Reverse Side) Section 3

Name ---------- Course ---------- Section ----------

It is suggested that you attempt to pass proficiency examinations in the following courses:

1. PEM (---------)---------- 3. PEM (---------)----------
2. PEM (---------)---------- 4. PEM (---------)----------

A proficiency examination schedule will be posted by the end of the first week of each semester.

Section 4

Name ---------- Date----------
College ---------- Class----------

(Circle Areas Recommended)

AREA NO. 1—THERAPEUTIC AND DEVELOPMENTAL
- PEM 101-4, Prescribed Exercise
- PEM 106, Basic Physical Fitness

AREA NO. 3—ATHLETIC AND ACROBATIC
- PEM 112, Individual Tumbling Stunts
- PEM 114, Apparatus Stunts
- PEM 115, Circus Stunts
- PEM 122, Individual Athletics
- PEM 123, Weight Lifting
- PEM 124, Track and Field Athletics

AREA NO. 5—TEAM
- PEM 125, Touch Football
- PEM 127, Softball
- PEM 128, Soccer
- PEM 129, Volleyball

AREA No. 2—AQUATIC
- PEM 108, Beginning Swimming
- PEM 109, Advanced Swimming
- PEM 110, Life Saving

AREA No. 4—COMBATIVES
- PEM 117, Boxing
- PEM 118, Wrestling
- PEM 119, Foil Fencing
- PEM 120, Personal Defense Activities

AREA No. 6—RECREATIONAL
- PEM 132, Archery
- PEM 133, Squash Racquets
- PEM 134, Handball
- PEM 135, Tennis
- PEM 136, Badminton
- PEM 137, Bowling and Bait or Fly Casting

SIGNED---------- (Instructor)

TO INSTRUCTORS

GUIDANCE PROCEDURE—

1. Have students fill out section 1 during first week of classes. Explain the purpose of the card and the meaning of each question.
2. Make proficiency recommendations on section 3, tear off, and return to students during following class period.
3. Study student's answers and make recommendations for subsequent semesters in sections 2 and 4. Use principles sheet for guidance. (Check or circle areas.)
4. Return cards to students for discussion during last week of semester.
5. Have students tear off and retain section 2. Return section 1 to office of Supervisor for filing.

5. Men with no previous sports experience should choose from four different areas. One of these choices should be in Aquatics (Area 2) and one in Recreational Sports (Area 6).
6. Students who have had wide athletic experience should concentrate their remaining semesters in Recreational Sports (Area 6), unless they are already well qualified in this area. In this case their selections should be made in the area of least experience. Such students should receive most of their physical education credit via proficiency examinations.
7. Students who have only one more semester of physical education before completing their University requirement and have had little or no experience in Area 6 (Recreational), should be urged to complete their work in this area.
8. No student should complete all his University requirement by proficiency examinations unless at least one course is in Area 6 (Recreational).
9. Students who are swimming enthusiasts should be urged to take at least two courses in other areas.
10. All students should have some skill and experience in Area 6 (Recreational).
11. It should be remembered that we are guiding these students and not forcing registration in certain areas. If a student insists upon concentrating his experience in a certain area or areas, even though the advantages of a variety of experience have been explained to him, he will be allowed to register in his chosen area.
12. Students who are finishing their fourth semester in Physical Education should register in an additional course or two if they are low in experience in certain areas, particularly Area 2 (Aquatics) and Area 6 (Recreational).

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ACHIEVING STATUS THROUGH PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES

RUDOLPH MEMMEL
Cincinnati Public Schools

"That's a sure out," chorused the group as Jimmy timidly stepped up to the plate with the baseball bat in his hands. Imagine the feelings of a fifth grader when he hears such remarks and is on the object of ridicule in the eyes of all of the boys and girls viewing the game! How does he feel? How would YOU feel if you were in his place? Jimmy is suffering humiliating defeat even before he has an opportunity to take his turn and his chances of being successful have been greatly lessened because of the added motional upset on the top of his insecurities. Are these feelings of embarrassment, insecurity, and frustration forgotten when the noon hour is over and the children enter the school building? No, I don't believe they are. Jimmy may spend a portion of the afternoon brooding over his performance and re-living the jeers and taunts of his schoolmates. Succeeding episodes of a similar nature may have a profound effect on the over-all progress of Jimmy in his school activities.

Now, let's take a peek at the other side of the picture. The youngster who is the "hero" in the eyes of his peers because of his proficiency in certain physical education activities is sure to enter the classroom with a feeling of elation or satisfaction. This attitude is surely going to influence his work because he has gained recognition and "belongs." However, there is always the possibility that this particular pupil may have no interest in, an inclination toward, nor a desire to achieve success in his classroom activities. He may feel that his prowess in the gymnasium or on the playground is sufficient "education."

These are examples of situations which call for prompt attention and the physical education teacher can be of valuable assistance in shaping or reshaping the personalities of both of these children. Because he teaches in dynamic situations and sees the child more objectively, the specialist in physical education is in the position to readily recognize his needs and problems. In reference to the cases presented above, he would normally be acquainted with both situations and an effort to help these two pupils might follow along these lines.

In the first instance, Jimmy is in dire need of satisfying experiences in physical education so he can become a member of the group. Perhaps softball isn't the answer. The physical education teacher, through his observation of this child in all phases of the physical education program will certainly discover some area which may help him gain status with his group mates. If performance is definitely out of the question, the duty of referee, sports manager, or another of many related roles may be the answer. The *answer can be found* and it is the responsibility of the teacher of physical education to resolve this problem. The future welfare and development of the child may have a direct bearing upon its favorable solution.

In the case of our "hero" the teacher of physical education can very well use the physical proficiency of this child as a motivating device toward creating interest in and a desire to achieve success in other areas of the curriculum. It can be said that the content of the physical education program permeates or cuts across the total elementary school curriculum. Regardless of the area, you can find evidences of the physical education program as an integral part of it. For example, in mathematics, such concepts as fractions of time as they are indicated on the stop watch, measurements of all types of courts or the construction of graphs or charts to record results in basketball foul shooting, accuracy throwing, forward passing and, geometric designs so apparent in floor patterns, apparatus and tumbling activities, are just a few of the many mathematical concepts which are an integral part of the activities of the physical education program. The social studies and language arts areas contain much information pertaining to present and past performances of outstanding individuals in sports and athletic, the dances and feats of skill and strength of the Pioneers and Indians and, the physical activities of many nations as seen in the Olympic Games. Every area of the total program contains physical education activities or their implications and the physical education teacher, working in conjunction with the classroom teacher, can utilize this knowledge to promote the interest of the child, who, because of his prowess in certain physical activities, isn't too concerned with learnings in other areas.

Either directly or indirectly, participation in and success experiences gained in some phase of the physical education program or its related activities can:

1. be a means of helping the child achieve status with his teachers and schoolmates.

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SOME EDUCATIONAL IMPLICATIONS IN PHYSICAL EDUCATION[1]

CHARLES F. PORTER
Graduate Student, Ithaca College

There is a growing interest in the educational implications of physical education and their relationship to what is popularly referred to as total education in our schools, and in our democracy as a whole. Throughout the years the concept of physical education and its meaning to society has been greatly misunderstood, and in many instances perhaps abused by persons not acquainted with the basic principles and objectives of physical education. It is not known by many people, for example, that physical education today is guided by principles derived through experience and scientific knowledge, and formulated by authoritative educators. This point is brought out because of the significance that physical education no longer depends upon faulty notions and unsound traditions in the development of its modern program for modern youth. It goes without saying that physical education has survived despite superstitions, faulty beliefs, and misconceptions, and finds itself at present well established as an important part of public instruction and education.

Physical education today attempts through the medium of selected physical activity and participation to contribute in the development of efficient democratic citizens, not only for their own good, but for the general good of others. In respect to the position of physical education, based upon selected activities, which take into consideration the needs, interests, and desires of children, and with these general purposes in mind, it can be said that physical education does not differ materially in its aim from that of any other particular part of total education. That is to say, physical education aims within its limitations to equip each and every child to confront the world physically, mentally, emotionally, and socially. With this in mind I shall henceforth deal primarily with physical education and its special merits.

The purpose of physical education and its programs is based upon the sciences and arts of life and living. These sciences and arts provide a body of significant data for determination of principles in physical education. To explain this further I shall refer to the studies of embryology which delve into, make clear and comprehendable, the terminology of body growth and development of body organs. Reliance upon such scientific measures insures formulation of correct principles in the technical aspects of physical education. The objectives sought in physical education deal with desired outcomes as created by observance of scientifically determined principles. The prime aim of physical education in our country is to develop all students democratically efficient and effective, and thoroughly prepared for present and future participation in all activities, whether of a physical or mental nature.

Participation in physical education and selected activities of an appropriate nature, leads to many and varied outcomes. Truly, physical education is not solely concerned with education of the physical as many people have been led to believe. It is, also, concerned with education as derived through the physical. By this is meant that while physical education does lend itself toward development of the physical proportions and the physical functions and processes of the body, it does not stop there. It goes to much greater lengths and aids in the development of desirable character and personality traits by the very nature of its selected activities and programs.

By character development is meant the growth of those fundamental qualities of personality, both inherent and acquired, which make possible some degree of predictability as to what an individuals reactions or responses are likely to be in any given situation. Character, in other words, is the behavior pattern manifested by a person and the pattern which distinguishes him as an individual. The susceptibility of man to receive stimulation through activities, his ability to attach meaning to them, and the power of attention and retention, constitute the basis of character trait formation. These character traits are interrelated and have both quality and quantity. The quality depending upon the inherited nature of the individual and the integration of his experiences, the quantity depending upon the stimulus and the fund of the individuals past experiences. The secret of character training lies in the stimulation, release and direction of creative energies. Physical educators offer many opportunities to all for thorough development of character through participation in selected activities, guided by scientifically established principles and objectives.

Activity participation aids tremendously in the preparation of our boys and girls for their future endeavors. It is implied that children willingly and enthusiastically participate in purposeful programs and activities of physical education from which they derive pleasure in their present lives and in their future living. This type of participa-

[1] Paper prepared for presentation to Parent Teachers' Association, Ithaca, New York.

tion assists in developing inherent character qualities. It imbues these children with a spirit of cooperation, dependability, courage, self-initiative and reliance, and numerous other desirable characteristics all of which are primary requisites for complete success in life. Physical education attempts to develop these characteristics through educational activity presentation.

Educational activities are those which provide the greatest opportunity for the child to develop in accord with standards which have been established as being the purpose of character education. Education desires that the individual personality be in part developed through the experiencing of certain reaction patterns of rightness and wrongness which will enable him to live effectively and efficiently and in proper relationship with others. Accordingly, physical education is prepared to meet the needs of children and the demands of society through its programs. This in itself is a tremendous task since no two children are alike, and by the same token every social situation presents different problems.

The world is a place of competing interests and desires. Competition enters into every fiber of living in a democracy such as ours. It is contended by those who teach physical education that competition is worthwhile, but cooperative competition is more worthwhile. This is brought out in physical education programs and particularly in athletics where children learn to work and play together with a spirit of achieving a common goal. Considering this, we can justifiably assume that conscientious participation in organized, articulate programs of physical activity will weigh heavily when the time of livelihood endeavors approaches. This briefly covers one of the contributing aspects of physical education. In this respect it might be added that the subject of character development is an extremely large field and that it is constantly being studied and expanded.

In this modern world of ours where manipulatory machines and inventions have given man an abundance of leisure time, physical education through activity participation plays an important part. It is common logic that constant and continuous participation in desirable activities will prepare an individual for worthy use of leisure time during younger life, presently, and during later life. This preparation and practice is manifested by the tremendous number of individuals who annually exploit the challenge of a golf course, or those who explore the wonders of nature on a hike or a mountain climb.

Another aspect in the preparation for the worthy use of leisure time is the contribution of selected physical education activities to the prevention and correction of juvenile delinquency. Aside from the environmental factor connected with juvenile delinquency, probably the greatest reason for its existence is the total lack of something better to do on the part of approximately ninety percent of all juvenile offenders. With this in mind, physical educators exploit opportunities to enhance childhood and teen age years for all school youngsters by providing facilities for recreational pursuits and competitive sports that constitute worth while use of leisure time.

Scarcely, if ever, is physical education discussed that the question of leadership is not also mentioned. We can justifiably assume that the prime purpose of a democratic society is that of contributing to the happiness, the satisfaction, progression, worthwhile citizenship, and the good life of its members. To promote these ideals and maintain them on a continuous basis, we must have leadership. Leadership of the type that is nonfaltering, regardless of the obvious impossibility and circumstances surrounding situations that arise, but is rather a progressive type of leadership. We can safely assume that leadership is a personality trait inherent in many individuals. In the event that this character trait is allowed to lie dormant in the youngster, he has no possible chance to develop and exploit this quality. However, one of the objectives of physical education, general education, and all educators is to maintain a policy in the administration of their programs whereby ample opportunity is extended to students to develop leadership qualities and to assume leadership responsibilitiy within the school plant.

Due to the diversity of the physical education program, there is presented to students many opportunities to exploit leadership qualities. Students realizing these opportunities benefit greatly during their scholastic careers and later in vocational pursuits by active participation in assisting and leading others.

Maintenance of a stable social order in a democracy depends solely on universal education. In a society such as ours where people have the privilege of expressing themselves in regard to political and social questions, it is essential that they be intelligently prepared for this task. In preparing people for living successfully in a democratic society the teacher plays an extremely important part for he or she is the basic factor in the educational process.

The situations arising in teaching physical education are particularly rich in educational opportunities. Physical education teachers can have a tremendous influence in developing the attitudes and shaping the ideals of their pupils due to the scope of the program. These opportunities combined with those for the increase in vitality through the development of the organic systems of the

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CENTRAL AMERICAN OLYMPICS*

VINCENT DEP. FARRELL
Instructor Recreation—Rutgers University
Physical Instructor—Newark Board of Education

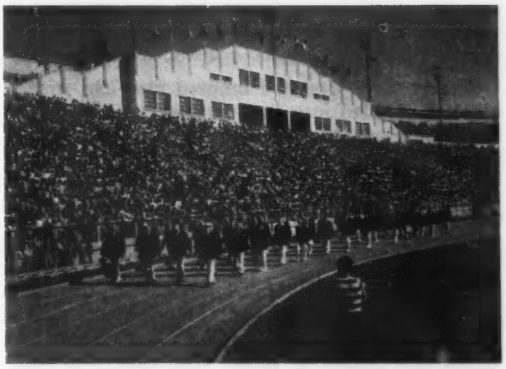
As the vast Thundering Bird lifted our party from the runway of LaGuardia Field, we settled back in our seats for what was a routine flight on the first leg of our journey to the Sixth Central American Olympic Games at Guatemala City. In a few hours we landed at New Orleans and transferred to a silvery ship of Taca.

The plane flight from New Orleans offers more splendor than the eye can absorb. Rising above a few lacy clouds some eight-thousand feet one crosses a vast sea of ever color-changing water. A golden sandy beach comes into view, then the heavy tropical foliage of the jungle stretches like a vast carpet below you. This rug changes from apple-green through emerald, to olive-green and deep mauve depending upon the sun, shadows, and the mountains or vales that you are gliding above. Some five hours later the pilot sets his plane down in the runway of a bustling airport. The guest is greeted with an armful of flowers, the official welcome of friendly Guatemala.

After salutes by local officials we were whisked off in a station wagon to our home for the next sixteen days. During that time we were to learn much about our tiny neighbor for one can hardly find a country of more concentrated, varied, and exquisite beauty than Guatemala, often called "The Land of Eternal Spring."

It is a land of striking contrasts: Maya ruins, coffee and banana plantations, Christian ceremonies and pagan rites, primitive villages and a modern capital. As we roamed from the ex-German Embassy, our base of operation, we found the capital city to be a clean and orderly metropolis. Police and soldiers were everywhere to direct traffic, for here the oxcart and handcart mix with the modern station wagon. Most of the natives get around on well-calloused bare feet while the visitor in buses blitzing off in all directions gets quite a thrilling ride for his five centavos.

The city features many up-to-date hotels built around beautifully tiled patios. The eating houses display, among other things, piled-up showings of tropical fruits. Seventy or more varieties can be found in this fruitful paradise, and if you are willing to try something new, you are in for a feast! Vegetables, delicately prepared, are different, too.



The cuisine is excellent, and the savory food is served by sweetly-schooled native garbed girls whose beribboned braids and bare feet intrigue the visitor.

Converted to Catholicism, the Indian practises his religion with deep devotion as evidenced by famous churches. The market place is a must, for here the Indians gather not only to barter, but also to pass on the latest chatter. Fragrance runs from pleasant to pungent! Mayan influence can be noticed in the beautiful arts and crafts display. There are brilliant, strange plants in the parks, and many varieties of the delicate orchid can be purchased from vendors for five or ten centavos.

At a reception given us by the President we were introduced to the tremulous, haunting music of the marimba. The National Police Band, pride of the government, played on this extremely sensitized, beautifully toned instrument that is as much a part of the nation's cultural life as the coffee and banana are basic to its economy.

The school children of Guatemala had a Roman holiday in honor of the Olympics so we did not have an opportunity to see education in action. Great progress can be noted in school construction, the modern mixing with the outmoded. Star shaped and X shaped schools in the heart of the city have used glass widely making use of the almost perpetual sunshine and ideal climate. But also to be seen were the adobe school houses with tin or

* Guatemala City, February 26 to March 10, 1950.

thatched roofs and primitive furnishings. Every Guatemalan lad loves soccer, and at the Mission schools we saw the boys carrying their precious soccer shoes on their shoulders to the playing field. After the game, the shoes were taken off, carefully wiped, and again carried on the shoulders of the barefoot boys.

Over ten million dollars was spent on new sports facilities of the latest design, and on equipment to stage the games. Mr. Charles Hunter of San Francisco directed the project in excellent fashion.

Nearly three-thousand bronzed men and women athletes paraded into the magnificent "Estadio de la Revolucion" for the opening ceremony before President Juan Arevalo and sixty-thousand spectators seated in the stadium, with nearly as many more clinging to the sides of the steep hills surrounding the field. Twelve republics and four colonies participated in the games.

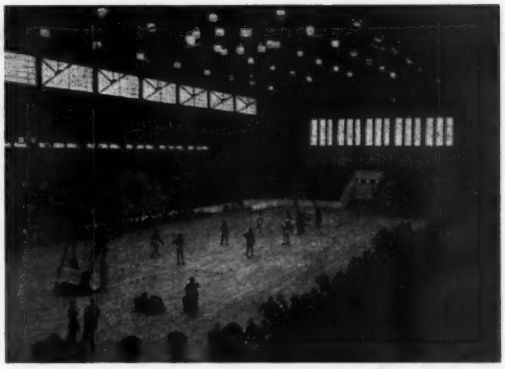
Located in the center of the city is the main stadium in which track and field events were held during the day and soccer was played before jampacked crowds at night. The swimming pool, tennis courts, sports palace, gymnasium and open air theater are adjacent to the stadium, all of the latest modernistic design.

During the running of the games, which included nineteen events, there were many stormy incidents due to the excitable nature of the Latin American temperaments, sometimes involving both athletes and fans, but all finally came away happy.

Mexico with a large entry was the team victor in the games. A marked improvement in both the number and calibre of athletes competing was noted by the A. A. U. officials who have witnessed the previous games. Most of the nations now employ the services of experienced coaches so that the Caribbean Countries will be ably represented in coming World athletic endeavors.

The people were most receptive and kind to the American Officials. Eighty-five percent of them did not wear shoes but one-hundred percent of them wore smiles as they greeted us.

A trip to the highlands was a rewarding experience. Driving through tiny towns where fountains splashed in Spanish colonial plazas, every street seemed to lead to a church or purply-blue volcano, we were in a few hours at Lake Atilan. This pearl-like jewel that reflects mighty mountain peaks, is one of the finest bodies of water in the world. We were guests of Mr. Leslie, a transplanted Texan, who took us aboard his launch to visit many of the colorful Indian villages that fringe the lake. In this land of enchantment there are over nine-hundred species of birds, the most



unusual being the Quetzal. I did not see this symbol of the national emblem except on the coin of the realm, but I did spot and hear plenty of the other eight hundred ninety-nine especially when I craved sleep in the wee hours of the morning.

It was hard to say goodbye to Guatemala when the Olympics were successfully over. From El Presidente to the humblest peon a heart-warming kindness was displayed to all American officials. But our plane was waiting to speed us home from Guatemala—pronounced "What A Mallo"—and may I add, "WHAT A TRIP!"

Note: The author was basketball referee-in-chief and handled eighteen games, besides conducting two clinics on rules and mechanics of refereeing.

ZIP, ZIP, HOORAY, S-293, 2 reels, 16 mins., color. Free. The problems of three high school cheer leaders who have to obtain uniforms on a minimum budget is presented in a ballet with an original musical score. The film shows the selection of pattern, purchase of material, and the proper method of sewing in zippers.

SOME EDUCATIONAL

(Continued from page 101)

body, and for the preparation of individuals in leisure time activities, place teachers of physical education in a most strategic and challenging position.

Remember that physical education is a way of education through motor activity and related experiences, and its subject matter is primarily ways of behaving pertaining to the development of culture, discipline, growth, adjustment, and thorough preparation for life.

TEACHABLE DANCES

EDITED BY W. K. STREIT

The May and October issues of The Physical Educator carried fifteen teachable dances of the square, round and folk variety. In this issue, we are adding nine more simple combinations most of which may be used as mixers at parties and dances. In each instance except two, the name and number of the recording is given to aid the teacher and caller. It is essential that a good record player and amplifier be used so that the music may be heard in all parts of the gymnasium or ballroom. A hand microphone attached to the record player by means of a telephone jack is also highly desirable. Be sure to investigate all types available before making a purchase. Suggestions will be given by the editor of this department upon request. We again invite your comment, contributions to and criticisms of "Teachable Dances."

Ten Pretty Girls

A Rhythmic Mixer

Music:

Ten Pretty Girls Folkraft Record F 1036 B

Formation:

Double circle of couples, inner hands joined.

The gentleman is always on the left in couple dances, and the lady "is always right".

Action:

Point left foot forward, point left foot sideward	1 Meas.
Grapevine step (L, R, L) beginning left in rear and moving right sideward	1 Meas.
Repeat all beginning right	2 Meas.
Four slow steps forward beginning left	2 Meas.
Swing left leg forward and back	1 Meas.
Three stamps in place beginning left	1 Meas.
Repeat all beginning right	8 Meas.
	16 Meas.

Note: When used as a mixer, the gentleman may move forward on the last measure while the lady remains in place and stamps three times. In another interesting variation, the dancers may form ranks of four or six with arms around neighbors' waists.

I've Been Working on the Railroad

A Singing Mixer

Music:

Same as title

Formation:

Double circle of couples, facing counter clockwise, hands joined in front chainlock (skating position)

Words:

1. I've been working on the railroad
2. All the live long day (Hey!)
3. I've been working on the railroad
4. Just to pass the time away (Hey!)
5. Don't you hear the whistle blowing
6. Rise up so early in the morn (Hey!)
7. Don't you hear the Captain shouting
8. Dinah, blow your horn (Whoo Whoo)
9. Dinah won't you blow, Dinah won't you blow
10. Dinah won't you blow your horn, "toot, toot"
11. Dinah won't you blow, Dinah won't you blow,
12. Dinah won't you blow your horn.

Action:

Walk eight steps forward with partner	line 1
Couples stop. Place left heel forward and return; place right heel forward and return; bend both knees half deep and straighten; face partner with a flourish of the right arm, yell "Hey"	line 2
Repeat all three times more, pulling whistles on "Whoo, Whoo" instead of shouting "Hey!"	lines 3-8

Ladies step behind partners forming a single circle, all placing right hands on right shoulder of the one in front and left hand on left elbow of the person in front.

Chug along singing lines 9-12. On the "toot toot", reach up with the right hand and pull the whistle.

At the end of the song, gentleman steps forward and takes new partner.

Boomps-A-Daisy
A Playful Mixer

Music:

Captain Jinks Methodist Record #M103 or Rig-A-Jig

Formation:

Single circle of couples facing center, gentleman at left of lady.

Words:

1. Clap your hands and slap your knees
2. *Boomps*-A-Daisy *if* you please
3. Swing your corner ladies all
4. And promenade the hall
5. Promenade around the hall
6. Around the hall, one and all
7. Promenade around the hall
8. And form a circle all

Action:

On line 1, clap your own hands and slap your own knees.

Keep hands on knees and swing hips toward partner, touching on the words "Boomps" and again on "If".

Gentleman swings the lady on his left and promenades around the circle with his new partner in a counter clockwise direction until line 8 when all promenading couples swing in to face center again in a single circle.

Repeat as often as desired, changing partners each time after the bumping of hips. This dance is intended only for adults.

The caller sings the words which also serve as directions for the dance.

Five Foot Two
A Novelty Mixer

Music:

Five Foot Two Rondo Record 186
Four measures introduction

Formation:

Double circle of couples facing counter clockwise, hands joined in front chainlock with man's right arm uppermost.

Action:

Two 2-steps forward both starting left.. 2 meas.
Four walking steps forward..... 2 Meas.
Drop left hands, the man walks in front of his partner and grasps the right hand of the lady in front of him making one large circle, men facing out and ladies facing in.
Men balance out and the ladies balance in ..... 2 meas.
Men balance in and the ladies balance out ..... 2 Meas.
Release left hands and hold the right. One-half mill wheel with the man taking the left hand of the lady behind him, thus reforming the large circle.
Men balance in and the ladies balance out ..... 2 Meas.
Men balance out and the ladies balance in ..... 2 Meas.
The man now takes his left hand lady (the lady behind his original partner); they drop hands, describe a small circle away from each other in two 2-steps and then back toward each other in four walking steps, grasping hands in the skater's position ..... 4 Meas.

16 Meas.

Repeat all.....16 Meas.

Buffalo Billy
A Novelty Mixer

Music:

Buffalo Billy Decca Record #27036
Wait four measures on record as group chants, "Cowboys and Indians."

Formation:

Double circle of couples moving counter clockwise

Action:

Face partner, arms extended sideward with hands clasped in a "windmill" position
Boys part described and girls' opposite
Step sideward left and hop on left.... 1 Meas.
Step sideward right and hop on right.. 1 Meas.
Release grasp of forward hands, face left and walk four steps around large circle with partner ..... 2 Meas.
Repeat three times .....12 Meas.

Total .....16 Meas.

Patter—"Cowboys and Indians"

Gentlemen take four struts in place while ladies move forward to new partner in four struts ..... 2 Meas.

Gentleman starts left, lady right with inner hands joined,
Two-step left forward, partners face to face ..... 1 Meas.
Two-step right forward, partners back to back ..... 1 Meas.

Four chasses (closing steps) forward, half facing partner, using arms as though holding reins while riding.. 2 Meas.
Repeat this "Riding step" three times...12 Meas.

Total .....16 Meas.

Patter interlude as above, lady moving forward ..... 2 Meas.
All face center of big single circle and do "shooting step," holding two imaginary guns at hips
Move toward center with short stamping steps, arms and feet in opposition, as follows:

Step-Left Right Left, Right Left Right
Count-One, and Two and Three and Four, and

This step is repeated moving toward the center.
Face about and repeat twice more, moving away from center
"Buffalo Billy" appeals especially to children and youth.

The Manitou

COUPLE DANCE

Music:

The Manitou Old Timer Record #807 A

Formation:

Couples in closed waltz position

Action:

Gentleman's part is described; lady's opposite
With weight on right foot, place left toe sideward, ct. 1; place left toe behind right foot, ct. 2; repeat, cts. 3, 4... 2 Meas.
Four slides left sideward..... 2 Meas.
Repeat all to right side..... 4 Meas.
Four 2-steps turning partner, beginning left ..... 4 Meas.
Walk forward three steps (L, R, L) and point right foot forward..... 2 Meas.
Walk backward three steps (R, L, R) and point left foot backward..... 2 Meas.

Total .....16 Meas.

Brown Eyed Mary

A SIMPLE MIXER

Music:

Brown Eyed Mary Old Timer Record #8005

Formation:

Large double circle of couples moving counter clockwise in varsovienne position, i.e., right hands grasped over lady's right shoulder and left hands grasped in front.

Words:

If perchance we should meet
On the wide prairie
In my arms would I embrace
My darling Brown Eyed Mary

Chorus:

Turn your partner half way 'round
Turn the opposite lady
Turn your partner all round
And promenade left hand lady.

Additional verses:
Peaches in the summer time
Apples in the fall
If I can't have the girl I want
I don't want none at all

The higher up the cherry tree
The sweeter grows the cherry
And every pretty girl I meet
I always want to marry.

Action:

On the verse, promenade with partner around the large circle
On the chorus, follow the words thus:
Drop left hands and execute half mill wheel with partner, right hands joined ..... 2 Meas.
Gentleman takes left fore arm of the lady who was behind him and executes a complete turn (mill wheel).. 2 Meas.
Gentleman comes back to original partner and turns her once around with right fore arm grip ..... 2 Meas.
Gentleman grasps left hand of lady behind him, assumes varsovienne position and continues forward on next verse ..... 2 Meas.
Note: Additional verses for use by the caller may be written by the group. Assign this for "home work" and use the best verses at the next session.

Kalvelis

LITHUANIAN FOLK DANCE

Music:

Kalvelis (Kahl-vell'-is) Methodist Record #M101

Formation:

Single circle of partners, facing center
There are six figures with a *chorus between each figure.*

(Continued on page 117)

PHI EPSILON KAPPA SALUTES

KARL WEBBER BOOKWALTER, Alpha chapter, and former editor of the Physical Educator. Dr. Bookwalter received his A. B. from the University of Denver in 1925, his A. M. from Teachers College, Columbia, in 1929, and his Ed. D. from New York University in 1939. He entered the profession in Denver Public Schools as an instructor in 1920, and became a critic and instructor at Indiana University in 1931, where he is now professor and director of the Bureau of Service and Research, School of Health, Physical Education and Recreation.

Karl is the author or co-author of fifty-two articles or pamphlets, two books, and four instructional films. In addition, he has been editor or co-editor and contributor for three national books on facilities and research. In spite of a heavy teaching and advisory schedule, he has found time to serve as a president of the Bloomington Lions Club, president of the White River Council, Boy Scouts of America, past chairman, National Research Council and National Research Section, and of the Midwest Research Section. He is also a member of the editorial board of the Journal of Health and Physical Education, and the Research Quarterly.

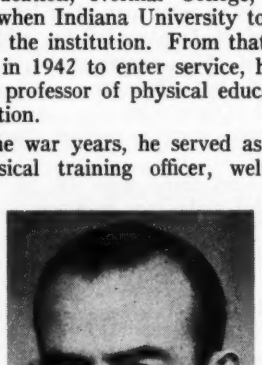
Among his many honors, Brother Karl received the Service Key Award of Phi Epsilon Kappa in 1947, the Silver Beaver Award, Boy Scouts of America in 1945, and was named a Fellow in the American Association for Health, Physical Education and Recreation. He is a member of Phi Delta Kappa, Kappa Delta Pi and Lambda Chi Alpha, as well as a life member in the National Education Association and the American Association for Health, Physical Education and Recreation.

His special interests are in curriculum, facilities, tests and measurements, research, and his professional colleague, his lovely wife Carolyn. But Karl has this space in the *Physical Educator* because of another fact, his outstanding contribution to his fraternity, Phi Epsilon Kappa. Brother Karl was editor of the *Physical Educator* from 1942 to 1944, and again, from 1947 to 1950, when he resigned in order to concentrate his efforts on research, graduate advisement, and writing. The fraternity owes more than it can repay for the hours of service which Karl gave toward developing the *Physical Educator,* and especially for his efforts in reestablishing the magazine after the war. Dr. Karl, the executive committee, on behalf of the fraternity members thanks you for outstanding service! Good luck in all your present and future ventures!

RUDOLPH RICHARD SCHREIBER, Alpha chapter, former editor and business manager of the *Physical Educator,* and present business manager. Brother Schreiber received his B. S. degree in 1932 from Indiana and his M. S. in Education from the same institution. Since then, he has taken graduate work toward the Ed. D. degree at Western Reserve, at Butler, at Chicago, and expects to receive his degree from Indiana in June, 1951. Among his many past experiences, he lists summer employment by the Cleveland and Chicago Boards of Education, camp counselling and athletic director Camp Kaiora, New Hampshire, organizer and director of the summer camp of Normal College, and director of physical education for Kirshbaum Community Center, Indianapolis.

He was dean of the department of theory and practice of physical education, and professor of physical education, Normal College, from 1934 until 1941, when Indiana University took over the operation of the institution. From that time, until he resigned in 1942 to enter service, he was dean of men and professor of physical education in the same institution.

During the war years, he served as an athletic officer, physical training officer, welfare officer,



and rehabilitation officer in continental United States, in Alaska, and in the Aleutian Isles. He was returned to inactive duty as a lieutenant commander, U.S.N.R. in 1945.

After his return from service, he was senior counsellor at Fenn College, Cleveland, Ohio for six months, until he was named vocational advisor by the Veterans Administration in the same city. He was transferred to Indianapolis in 1947, and at present specializes in counseling and advisement of severely disabled veterans of World War II.

Among his many honors, was graduation from college with the highest honors, receiving the Alpha Key, and the Phi Epsilon Kappa Scholarship key and election to Phi Delta Kappa. And not the least of his honors, are his lovely wife, Margaret, two sons, and a baby daughter! Rudy reports that he is practically bald, and his "sense of humor is rapidly disappearing" but his brothers certainly would question the last half of the statement.

Rudy has helped make Phi Epsilon Kappa, and the *Physical Educator* real forces for professional good, because of his long record of service. He was elected Grand Secretary-Treasurer of Phi Epsilon Kappa in 1936, served as editor and business manager of the *Physical Educator* from 1938 to 1942, and once more took over the business managers duties of the magazine in the spring of 1950.

Brother Rudy, the Executive committee, on behalf of the fraternity members, thanks you for outstanding service! We wish you the best of luck, and appreciate your great, continuing contributions.

ASSOCIATION FILMS, Inc., announces the release of the following new films to its library this fall. These films are listed in the 1949-50 catalog of Selected Motion Pictures and are available from all Association Films branch offices:

MEN OF GOOD WILL, UN-101, 1 reel. Rental $2.00. An excellent film showing the International cooperation among members of the Secretariat of the United Nations, who represent all 59 member nations.

OUR TOWN—THE WORLD, UN-104, 1 reel. Rental $2.00. The film dramatically illustrates some of the principals of the "Universal Declaration of Human Rights."

DEFENSE OF THE PEACE, UN-103, 1 reel. Rental $2.00. This film shows in simple, elementary, concise terms the exact structure of the United Nations Organization.

TOMORROW BEGINS TODAY, UN-102, 1 reel. Rental $2.00. The role of the U. N. in promulgating cooperation among nations in the fields with which the Economic and Social Council concerns itself.

UNITED NATIONS FILMS—Association Films, Inc., is one of several official distributors of United Nations films. The four new films listed above will be available in September, 1949.

GREAT WALTZ, *YTA-124, 2 reels. Rental $3.50. The film presents the outstanding melodies of the Waltz King, Johann Strauss, the younger.

INSIDE OPERA, *YTA-123, 3 reels. Rental $4.50. Adopted from feature film "One Night of Love" starring Grace Moore as a young singer who wins a radio contest enabling her to study abroad for an operatic career.

HUMAN GROWTH, YA-124, 2 reels. Rental $7.00. This film is an excellent illustration of the proper use of films for instructional purposes. The film traces human growth and development from mating, pregnancy and birth, through to adulthood. For educational use with parent groups and early adolescents under proper leadership.

PICTURE IN YOUR MIND, YA-119, 2 reels, color. Rental $6.00. Through a new technique of color animation, this film explores the reasons why any nation, group, tribe or person "thinks" they are superior to others. The film should be previewed by the group leader, and a discussion should be planned after the group showing.

DOES IT MATTER WHAT YOU THINK, YS-123, 2 reels. Rental $3.50. A most entertainingly provocative film on the freedom-of-expression theme, examining the different methods used to get ideas, good and evil, across.

PIRRO THE PUPPET—A series of ten highly educational and entertaining one-reel puppet films for children, showing how Pirro learns about many familiar household devices and how they work. Daily rental of each $1.50. Series of 10 films $12.50.

SPORT OF ORIENTEERING, S-298, 2 reels, color. Rental $2.50. A fascinating new sport originated in Sweden involving cross country running in which a special compass is used to guide the participants. Excellent as a summer camp or sports club activity.

ADVENTURES IN TELEZONIA, S-297, 2 reels, 17 mins., color. Free. A Bill Baird puppet film. A little telephone gnome takes a little boy to Telezonia and teaches him how to use the telephone correctly.

SCHOOL POLICIES TO GOVERN ADMINISTRATION OF INTERSCHOLASTIC ATHLETICS

LLOYD H. FALGREN
Director of Physical Education
San Diego City Schools

The interscholastic athletic program should be organized as a part of the school physical education program, and the director of the physical education department should be responsible for the administration of the athletic program. The director should not only be responsible for the program but should be delegated sufficient authority by the school administration to enable him to run the program effectively.

An advisory board comprised of school personnel should be established to assist with the organization and administration of this program. The board should include the principal of the high school, whose duties should be to coordinate the functions of this board with the overall secondary school program. The superintendent of schools should be a member of this board to act as a liaison officer between this board and the board of education and, in general, assist in the overall planning. A member of the high school faculty, other than the coaches, should serve on this committee as a representative of the faculty. This person selected by the faculty should be the financial officer of the board and should have training in the field of business procedures as he should be the purchasing agent, bookkeeper, and secretary-treasurer for the program. A member of the student body should be elected by the students to represent them on the board. This representation should result in a more democratic school organization.

The secondary school athletic program should not be a commercial enterprise. It is recommended that the school districts finance these programs in their entirety.* A worthwhile athletic program is an expensive undertaking and in order to be carried on effectively should not suffer from the lack of funds. If the athletic program is one which encourages participation for all, the investment by the district is money wisely spent. It is not advocated that we cease charging for athletic contests, as there are some advantages gained by so doing. However, the admission prices should be such as to be well within the reach of everyone in the community. The students should be assessed a nominal student body fee at the time of registration which will permit their admittance to all school activities.

The financial matters should be entirely in the hands of the advisory board. A budget should be drawn up by this board and submitted to the board of education for approval. All purchasing should be done in the spring through the procedure of submitting of bids. Local merchants should be given preference if the prices and quality of goods are comparable. Items that cannot be purchased in this fashion should be bought as the year progresses through the medium of the requisition system. These requisitions should carry the signatures of the principal of the high school and the director of physical education. All bills should be paid by check; these should carry the signatures of the principal of the high school and the finance officer.

Adequate facilities should be provided. This implies that planning should be on a long-term basis and that all participants are to be considered rather than a few. Play areas should be used for athletic programs, both interscholastic and intramural, after school hours and by the regular physical education classes during the school day. Dressing room areas should provide separate rooms for athletic participants. This is necessary chiefly to provide proper care and control of equipment. The same shower room, training room and equipment distribution room should be used effectively for both athletic squads and physical education classes.

The facilities should be kept in first-class condition. A healthful environment can only be provided through a well-kept school plant. Emphasis should be on safety precautionary measures, which are automatically taken care of when and if the correct facilities are provided and maintained. The director of physical education should supervise these details.

This is an outline of the policies that the author has found to be both useful and practical in his administration of high school athletic programs in cities of varied sizes.

* This is an ideal situation. The author realizes that few schools will be able to initiate such a policy immediately.

Custodial staff should be assigned to these areas under the direction of the director of physical education.

Adequate equipment should be purchased. This equipment should be selected with care by a person trained in this field. Emphasis at all times should be on the safety provided participants. In buying wearing apparel, the protection offered is of the greatest concern and likewise if apparatus or other such equipment is purchased, the matter of safety should be kept uppermost in mind. Experience has proved that good quality merchandise is a sound investment. Many schools practice false economy by purchasing cheap equipment.

Care of equipment is of great importance. Although the utmost care should be exercised in the purchasing of the equipment, even greater care should be taken in keeping it in good condition. A central storage and distributing unit should be established. This will require a room sufficiently large to care for all the necessary equipment in an orderly fashion. Every item should be marked and catalogued before issuing. Laundry facilities should be installed if possible. Otherwise an agreement should be reached with a commercial laundry to keep the laundered equipment in "top" shape. All equipment that is to be drycleaned should be cared for periodically. Some one person should be placed in charge of equipment and he should be responsible directly to the director of physical education.

A complete health examination should be required of all participants, and they should be required to have their parents sign a permission slip sanctioning such participation. Every school should make arrangements whereby its athletics are protected by health and accident insurance. Most states have such plans and the results have been most encouraging.

Every injury, no matter how slight should be treated with the utmost care. Preseason drills should stress general conditioning. Care should be exercised in fitting uniforms and this is particularly true of shoes. A "tuff skin" solution should be used on the feet during the early sessions to prevent blisters. All blisters should be treated immediately and the student excused from drill until the blisters have healed. Scratches and abrasions of any sort should be painted after the shower with an antiseptic approved by the American Medical Association. A physician should be present at all games and a plan should be in operation whereby he can be called if needed during the week at practice sessions. Any injury may become serious if not cared for immediately, and any case except very simple ones should be referred to a physician. An injured boy should never take part in a game or scrimmage session. A stretcher should always be available. A completely equipped training room is desirable and recommended where possible.

Athletic coaches should be regularly employed teachers of the school district. They should be graduates of teacher-training institutions with at least a minor in health and physical education, and should be fully qualified to teach in the particular school to which they are assigned. These coaches should be selected through the regular procedures used to engage other teachers for that school. The recommendations of the director of physical education and the principal of the high school should be considered in these selections, and in the assignment of coaches. The coaches should be assigned to not more than two sports per school year. The assignment should also require that each coach assist with the intramural program during the "off season" from his sport.

All coaches should be expected to carry the regular teaching load, usually four class instruction periods and one period of study hall supervision in the schools that use the six-period school day. Head coaches should be assigned to teach academic courses rather than physical education during the season of their sport. Teaching physical education during the school day, in the manner it should be taught, takes so much out of the head coach physically that he cannot do justice to his coaching after school. The too common practice is for the coach, who is also teaching physical education, to neglect his classes during the competitive season. The salaries of all the coaches should be paid by the school district and should be governed by the single salary schedule which is in effect in most schools. Extra pay or lightened teaching loads are not recommended in any form. If the school is properly organized every teacher should have comparable extra-curricular responsibilities with those assigned the athletic coaches.

An overall athletic program for the entire student body should be the aim of the interscholastic program. A program for the girls as well as the boys should be stressed. There is no evidence to indicate that interscholastic competition for girls in sports such as tennis, golf, swimming, and badminton are not just as desirable as for boys even though they involve more headaches in their administration. A complete intramural sports program should supplement the interscholastic program. All participants should be regularly enrolled in the physical education classes. The interscholastic and intramural program should be the programs wherein many of the fundamentals learned in the physical education classes may be continued.

State regulations on eligibility matters should be observed to the letter. Interstate contests should

not be sanctioned unless the respective states concerned have similar eligibility regulations.

There is a tendency throughout the country to over-schedule. Many contests are desirable but they should not be played by the same team. Schools should equip and train as many teams as their resources permit for each sports season. Yearly schedules should be limited to the following number of games for any team: football, 8 games maximum per team; basketball, 18 games preliminary to the tournament play per team; track, 8 meets including state meet per team; and baseball, 20 games including tournament play per team. Post season games should not be scheduled. Play-off games in football for championships are not desirable. The tournaments in basketball and baseball should be considered as a part of the season's play. The qualifying meets in track as the year progresses are also to be considered as a part of the track program.

Practice sessions should be limited to one and a half hours as a maximum for any squad per day since properly organized practice should be complete within this time. All practice sessions should be held after school hours. Schools which have bus students may have to follow other plans. In most instances even they will not need to cut into the normal day's program. At least three weeks' training period should precede the first interschool game or contest. If a person takes part in more than one sport he should be excused from practice for *at least* a week between the two sports.

Midweek games in any sport should not be scheduled. Friday afternoons and evenings have proved the most satisfactory time for these games. Only one football game or one track meet should be scheduled per week for any team. Basketball games should be scheduled for Friday and Saturday evenings if two games a week are necessary. Baseball can be played as double-headers but these should not be held if other arrangements can be made.

Tournament play should not last more than three days at the most. Two days as a maximum is generally recommended. There should be at least twenty-four hours between successive contests played by a team. Tournaments which are played throughout the month of March on each Friday and Saturday are much more desirable than those that require one or more long weekends, or an entire week as is the practice in some states.

Games should be so scheduled as to necessitate very few overnight trips. School buses should be used for transportation whenever possible. If such are not available, some type of commercial transportation should be contracted. Private automobile travel, regardless of whether or not these vehicles are driven by adults or students, is not recommended. Vandalism or rowdiness by either the participants or the followers of the team should not be tolerated. A school is judged by the behavior of those who constitute its student body.

There has been a common tendency to over-emphasize the publicity given athletic functions at the expense of other school functions. Care should be taken to provide favorable publicity for *all* school activities. Publicity in order to attract gate receipts cannot be justified. Schools should not be in the entertainment business.

The practice of awarding letters for participation in athletics is educationally sound. Similar awards, however, should be given for participation in other activities of the school. None of these awards should be limited to the so-called varsity squads. Other awards such as sweaters and blankets should not be provided by the school to the various squads, and the awarding of gifts of this kind by quarter-back clubs and other downtown boosters should never be sanctioned.

Proselyting is a practice that should not be tolerated. A work program within the school is a worthwhile endeavor, but such work should not be provided for the purpose of assisting athletes in preference to other needy students.

Although these policies have helped meet the needs of the author in his own particular situations, they may or may not all meet the needs of others. It is therefore recommended that they be modified, if used, to conform to the particular needs and situations of the schools to which they may be applied.

ACHIEVING STATUS

(Continued from page 100)

2. assist in giving permanence to status and may influence the shaping of the future of the child, and
3. aid in the socialization of the individual child and further his recognition as "belonging" to the group.

All teachers should do everything in their power to aid each child in achieving status. In the case of the school where there is a physical education specialist, this individual is in the position where he can more readily help the child toward this end. He sees the child in his more natural state—where he gives vent to his feelings, where he performs in an uninhibited manner and, where he is released from tensions and restrictions. As a result of these observations, through a careful analysis of the child's reactions to his successes or failure in physical endeavors, the teacher of physical education can do much toward influencing the mental, moral and social as well as the physical welfare of the child which play such a large part in the establishment of status.

A GUIDANCE

(Continued from page 99)

Third Step—Registration. As soon as students have finished their Motor Fitness Test they go directly to the registration area and complete the registration process. Clerk register students in accordance with the information on the guidance cards. If Area I (Basic) is circled they must be registered in the Basic Physical Fitness course for the first semester of work in physical education. If Area I has not been circled in ink by the men on duty in the testing area, any area checked on the card may be selected by the student for his first semester of work.

Guidance by Instructors in Classes *(All Students)*

During the first week of classes this same guidance card is again filled out by all students in each class whether they are freshmen, sophomores or juniors. This may appear to be unnecessary repetition but we do not believe so. A full class period is reserved for this purpose and the instructor encourages a more complete discussion of the questions in Section I of the guidance card. This discussion is used to sell the idea of each student's gaining a broad sports experience before finishing his education. We have found it worthwhile to spend a little time each term in helping students in understanding the objectives of our physical education program and in appreciating their opportunities to profit by their experience in sports classes. It will be noted by the reader that the questions asked in Section I of the guidance card probe the total sports experience of the individual. In counseling we are concerned with the student's knowledge and skill whether it was gained in the school curriculum or during vacation periods.

Some activity instructors in physical education are notably weak in imparting to students the philosophy or objectives behind a program in physical education. We like to have our instructors do more than merely teach the skills and knowledges of a course in sports. It is comparatively easy for the better instructors to promote discussions of worthwhile objectives from the student's standpoint, but there are some who have difficulty in stimulating discussions of this type. The use of the guidance questionnaire or card makes such discussions natural and easy for almost any conscientious instructor.

After Section I on the cards are filled out by students the instructor collects the cards and returns them to his desk. He immediately makes recommendations for proficiency examinations on Section 3 and returns Section 3 to the students at the next class meeting. This plan advertises the proficiency examination schedule and encourages men with experience in various sports to attempt to pass proficiency examinations. In order to pass a proficiency examination a student must demonstrate a "C" level of skill and knowledge in that particular sport. In other words he must be as skillful and have as thorough an understanding of the activity as the average student who passes the course by registering and participating for a semester. We encourage all men, who are qualified, to meet their physical education requirements by proficiency examinations.

It may appear unusual to some that we make it possible for students to meet their graduation requirements by proficiency examinations and thereby to be clear of the requirement and not obligated to participate in the required program. We follow this plan because of the following reasons: *First.* We have a four semester, 4 credit, requirement. We are aware of the fact that some students, because of past sports experience, come to us already skilled in a variety of sports. Any student who feels that, because of skills already acquired, he should not be bound by the four semesters (4 credit) requirement has an opportunity to demonstrate his proficiency. If he can demonstrate sufficient skill and knowledge in four different sports, he will earn four hours credit immediately. Since the student who passes four sports courses by registration can meet the requirement, we feel that a man who already has reached this level of proficiency should be permitted to gain physical education credit by demonstrating his knowledge and ability. *Second.* We do not exempt varsity athletes from the regular program. A varsity athlete who feels that the physical education program has nothing to offer him is given a chance to prove his proficiency in four different sports. In a great many cases varsity men have skill and knowledge in quite a variety of sports. Varsity athletes usually can pass from two to four courses via proficiency examination and consequently meet part or all of the University Physical Education requirements in this manner. Some varsity athletes, however, have specialized a little too completely and have little or no skill outside of their chosen sport. These men in many cases must earn all of their four hours of physical education credit by taking and passing four activity courses.

Each instructor works out a suggested program for subsequent semesters on each student's guidance card (Section 2). The principles listed above are used as a basis for selection of areas. The cards are returned to the students at a class meeting during the last week of the semester. During this class period students look over the recommen-

(Continued on page 115)

University of Illinois
Motor Fitness Test Scoring Tables
(Instructions for test on back side)

Product Table*
(Product is the result of standard scores multiplied by the weighting coefficient)

Standard Score	Sitting Tucks** (.401)		Chinning the Bar** (.366)		Mile Run** (.411)		Total Product	Percentile Scores
	Raw Score	Product	Raw Score	Product	Raw Score	Product		
100	86	40.1	20	36.6	4:30	41.1	117.8	99.87
98	84	39		35.5	4:32	40	114.5	
96	82	38	19.5	35	4:34	39	112	
94	80	37.5	19	34	4:36	38.5	110	
92	78	37	18.5	33.5	4:38	38	108.5	
90	76	36	18	33	4:40	37	106	99.18
88	74	35	17.5	32	4:42	36	103	
86	72	34	17	31	4:44	35	100	
84	70	33.5	16.5	30.5	4:46	34.5	98.5	
82	68	33	16	30	4:48	34	97	
80	66	32	15.5	29	5:02	33	94	96.4
78	64	31	15	28.5	5:08	32	91.5	
76	62	30	14.5	28	5:14	31	89	
74	60	29.5	14	27	5:20	30	86.5	
72	58	29	13.5	26	5:26	29.5	84.5	
70	56	28	13	25.5	5:32	29	82.5	83.4
68	54	27	12.5	25	5:38	28	80	
66	52	26	12	24	5:42	27	78	
64	50	25.5	11.5	23	5:48	26	74.5	
62	48	25	11	22.5	5:54	25	72.5	
60	46	24	10.5	22	6:00	24.5	70.5	72.6
58	44	23	10	21	6:06	24	68	
56	42	22	9.5	20.5	6:12	23	65.5	
54	40	21.5	9	20	6:18	22	63.5	
52	38	21	8.5	19	6:24	21	61	
50	36	20	8	18	6:30	20	58	50
48	34	19	7.5	17.5	6:36	19.5	55.5	
46	32	18	7	17	6:42	19	54	
44	30	17.5	6.5	16	6:48	18	51.5	
42	28	17	6	15	6:54	17	49	
40	26	16	5.5	14.5	7:00	16	46.5	27.4
38	24	15	5	14	7:06	15.5	44.5	
36	22	14	4.5	13	7:12	15	42	
34	20	13.5	4	12	7:18	14	39.5	
32	18	13	3.5	11.5	7:24	13	37.5	
30	16	12	3	11	7:30	12	35	11.5
28	14	11		10	7:36	11.5	32.5	
26	12	10	2.5	9.5	7:42	10.5	30	
24	10	9.5		9	7:48	10	28	
22	9	9		8	7:54	9	26	
20	8	8	2	7	8:00	8	23	3.6
18	7	7		6.5	8:06	7	20.5	
16	6	6		6	8:12	6.5	18.5	
14	5	5.5		5	8:18	6	16.5	
12	4	5		4	8:24	5	14	
10	3	4	1	3.5	8:30	4	11.5	.82
8		3		3	8:36	3	9	
6	2	2		2	8:42	2	6	
4		1.5		1.5	8:48	1.5	4.5	
2	1	1	.5	1	8:54	1	3	
0	0	0	0	0	9:00	0	0	.14
Based on a frequency curve with a range of + 3 δ from the — mean 6 δ=1 st. score		M = 36 δ = 16.2 N = 110		M = 8 δ = 3.8 N = 110		M = 6:28 δ = .81 N = 141		Figures based on normal curve

100

*Test and Scoring Tables extracted from the following research report:
T. K. Cureton, W. J. Huffman, Lyle Welser, R. W. Kireilis and D. E. Latham, *Endurance of Young Men*, Mon. No. 40 of Soc. for Res. in Child Development, Washington, D. C.: National Research Council, 1945.

**Tables were empirically smoothed for convenience of administration.

Instructions for Administering the 3-item
Motor Fitness Test (All-around Muscular Endurance Test)
R=.876 (52% better than chance)

Items	Raw Scores	Standard Scores	Weighting Coefficients	Product of Standard Scores and Weighting Coefficients
1. Sitting Tucks			.401	
2. Chinning the Bar			.366	
3. Mile Run			.411	

All Around Muscular Endurance Index (Sum of 3 products)

EXECUTION DIRECTIONS:

1. SITTING TUCKS

Starting position: The subject sits in the long sitting position with hands on hips. When he is ready the feet are raised 4 to 8 inches off the floor and the knees kept as straight as possible. This is the same as the V-sit position.

Execution: From the starting position the knees are brought up to the chest as far as possible into a Sitting Tuck position, feet off the floor and then returned to the starting position. Rate is at the discretion of the subject but he is instructed to do the exercise as fast as possible to obtain the best score. The feet should be kept clear of the floor throughout but accidental scraping of the floor is not disqualifying if it lasts only instantaneously. Some preliminary practice should be permitted. One score is recorded each time a tuck to the chest is made.

2. CHINNING THE BAR

Starting position: Full hang on the bar with forward grasp (palms facing away). The body is extended and relaxed.

Execution: The body is lifted by arm, back and shoulder strength until the chin is even or over the bar. The body is then lowered to *full* extension of the arms (elbows straight). One score is recorded each time the chin is even with or over the bar. Half-chins may be counted but no more than 4 half-chins are permitted.

3. MILE RUN

Starting position: The whole group or class is started together.

Execution: The runner covers the distance in the best possible time. The time should be called out as each subject crosses the finish line and each subject should remember his time at the finish and report it to the instructor.

A GUIDANCE

(Continued from page 113)

dations made for them and ask questions concerning the program outlined. The students then tear off and keep Section 2. The instructor returns Section I to the Physical Education office for the files. The guidance card files, with cards in alphabetical order, are present at the desk of registration clerks during registration the following semester. A card is in this file for each former student and is pulled from the file and used as a guide in registering students in areas specified. It will be remembered that all *new* students bring their own cards directly from the Motor Fitness Testing area. Any student who does not wish to follow the plan outlined for him on his guidance card is sent for clearance to the "Spot Guidance" table near the Physical Education registration desk. The staff man at this table goes over the guidance card with the student and explains the reasons behind the suggestions on the card. Students who are still insistent upon registering in areas not recommended are permitted to do so but they must have the signature of the staff man at the "Spot Guidance" table before they can clear the tally clerks at the registration tables.

This guidance plan seems to work pretty well. Approximately 98% of our students followed the suggestions on the guidance card during the past fall term. Most of those who did not follow the guidance card in registering, could not do so because of scheduling difficulties. After the cards are used once they are not replaced in the card files. Each student is re-guided each semester. We do this for two reasons: *First,* each student's sports experiences are changing constantly. Additional skills are learned outside of school by some students every semester and summer. The students keep our records for us by bringing their guidance cards up to date each semester. *Second,* we feel that guidance properly administered is a worthwhile educational experience and can well stand several repetitions during the student's work in our department.

We believe that a required physical education program at the college level should be supplemented

(Continued on page 117)

CONTRIBUTORS TO THE PHYSICAL EDUCATOR

DON BRUMBAUGH
Graduate Student
Indiana University

A recent count of the articles and contributors to the Physical Educator during the last eleven issues, or since the war, indicated some interesting facts.

Ninety-one different people contributed articles or collaborated with others in preparing articles for publication. There were 115 articles published of which 107 were signed articles. Eight short pieces appeared with no author listed. One-hundred of the signed articles were prepared by a single author while only seven of the articles were by multiple authors.

Seventeen authors, or those contributing two or more articles, contributed 40 per cent of the total articles published or 43 per cent of the signed articles.

W. K. Streit of Cincinnati lead the list of contributors with a total of eight articles contributed. Dr. Karl W. Bookwalter had five articles published. Seven of the top seventeen contributors were from Indiana University.

The completed list of contributors with the number of articles published either separately or as a co-author follows:

Streit, W. K., eight; Bookwalter, K., four and co-author of one; Lehsten, N. G., and Van Dalen, D. S., two and collaborated on one each; Webster, R., three; Adams, R., Brumbaugh, D., Evan, Olive, Jackson, C. O., McCool, D. L., Slater-Hammel, A. T. and Trieb M. H.; two each; Franklin, C. C., one and collaborated on one Briggs, D., Eklund, F., Lynch, F. and Ruff, R., each co-authored two articles.

The following wrote one article each: Balastra, Violet, Barnes, N., Barringer, J. L., Bates, Aubrey, Briceno, Marta, Carlson, R. E., Chenoweth, L. B., Cole, D P., Courter, C. V., Dippold, Harry, Dodson, T., Duncan, R. O., Duning, Carl, Eberhardt, C. J., Farkas, G., Femal, J. T., Finnegan, J. F., Fisher, E. O., Florio, A. E., Forsyth, C. E., Freeburg, W. H., Gallagher, J. R., Gershon, E. J., Gillis, F. J., Grimes, H., Harmon, J. M., Hein, F. V., Irwin, J. H., Jamerson, Dick, James, Wm., Johnson, R R., Jones, L. M., Keller, L. F., Kidwell, Kathro, Knox, W. S., Lees, C., Longer, E. C., Mahlke, C., Manley, Helen, Mann, A. B., McCloy, C. H., Meier, F. A., Meridith, H. V., Minteer, C. C., Mixie, Francis, Moeller, Mable, Moody, H., Montoye, H. J., Oberteuffer, D., Oermann, Karl, Pederson, John, Purucher, G. A., Rash, J. K., Reavis, G. H., Sandbach, K., Schmidt, C. J., Shepard, C. F., Straub, W. E., Slone, R. E., Swaffield, P. N., Szypula, G., Taylor, L., Weems, R. P., Willgoose, C. Wise, S. E., Wittich, A. P., and Zinsmeister, L.

The following seven co-authored one article: Archer, J., Endwright, J., Kelby, R., Mueller, G. W., Peterson, C. A., Phillips, Marjorie and Wolffe, J. B.

Editors note: The above list represents a literary "Who's Who" in Phi Epsilon Kappa in recent years and are the group who have carried the Physical Educator on their shoulders. Gentlemen—lets have some more of your fine contributions—and you many others, how about "breaking the ice" and sending some in?

WILL YOU HELP?

It seems wise to have a complete file of the *Physical Educator* in the hands of editor for reference and as a historical record of progress. If you have a copy of any of the following please write the editor: Vol. I, 1940-41, October, December, February, April, and June; Vol. II, 1941-42, October, December, February, April, and June; Vol. III, 1942-43, October; Vol. IV, 1943-44, January, October and June; these fourteen copies are necessary to complete the file which the editor has at present. Do not send a copy or copies without first writing because only those listed above, and one copy of each, are needed. Reimbursement? Whatever you feel is equitable.

TEACHABLE DANCES

(Continued on page 107)

Action:

1. All join hands in the large circle and do 8 polka steps right (counter clockwise) and 8 polka steps left (clockwise)

Chorus:

Face partner. Clap own hands, clap partner's right hand; clap own again, clap partner's left hand. Join both hands and turn clockwise in place for 4 steps. Repeat clapping and then turn counter clockwise. Repeat all.

2. Ladies move toward center with four polkas, turn and come back to place with four polkas. Gentlemen do the same but make more foot noise on the polkas.
3. Gentlemen stand still facing center. Ladies move clockwise using polka steps and weave in and out between the men, moving behind own partner first. At the chorus music, the lady stops where she is and does the clapping with new partner.
4. Gentlemen do the weaving step counter clockwise while the ladies stand in place.
5. Face partner and grand right and left using polka steps.
6. Repeat step number one.

Football Square Dance

Contributed by Eunice Miller, Dallas, through Martin Trieb, Los Angeles. This dance was written for an assembly program to help stimulate interest in the coming football game. Local names may be substituted where indicated.

All eight balance, all eight swing
Hi diddle diddle in a football huddle
All join hands and go into the middle
And make your foot keep time with the fiddle
Keep that huddle until you tell
Your orders are coming from ole .....
Swing your honey round and round
And keep going boys like ole ..... (John Brown)
Promenade two by two
Cross that line like the "Tigers" do
(Nick name of school)

First couple down that center and split that team
Come on boys and show some steam
Back to your partner and
Grab 'em by the right half way round
Back by the left and all the way round
Swing em boys till they bite the ground
Now down the center and carry that ball
Cut away four if they're not too tall
Sashay round that sly little end
Resashay and go round again
And keep on boys you're bound to win
Now down the center and don't you slip
Cut away two before you trip
Meet your partner, that sweet little soul
Swing her boys, they made that goal

Allemande left with that little lass
Back to your own like a football pass
Pass ole Sal and pass ole Sue
Pass 'em boys like "Billy Boy" do
Meet your partner and back you ferry
Just like they do when they meet "Jimm Berry"
When you meet that pretty little skirt
Turn "em there like" big ole Bert
Now you're running like a spaniel
Snap em boys like center "Daniel"
And promenade across those lines
Take your lesson from ole "Bill Vines"

Second and fourth balance and swing
Shift right out to the right of the ring
Chase that "bull-dog" that has the ball
Chase him boys and make him fall
Now get that fumble and ahead you go
Make that goal and don't be slow

Huddle up four in the middle of the floor
We gotta win this game and then some more
Now I'll tackle yours and you tackle mine
Hustle up boys you're doin' fine
Now you tackle yours and I'll tackle mine
And we'll take 'em back in time to

A GUIDANCE

(Continued from page 115)

with an extensive guidance program and proficiency examinations. Under this plan the students who come to us well grounded in skills and knowledge of sports can, if they choose to do so, meet the University requirements by taking and passing proficiency examinations. Students who elect to take the courses rather than the proficiencies and students who fail to pass proficiency examinations are aided in their selection of activities by the guidance program. We are helping our students appreciate the need for a variety of sports skills and we are helping them select courses in physical education to meet this need.

BOOK REVIEWS

SPEAR, MARION R., *Keeping Idle Hands Busy,* Milwaukee, Burgess Publishing Company, 1950. 96 pp. $1.75.

Directed toward occupational therapists, camp leaders, housewives and others. With limited budgets this book is a source of ideas for crafts projects.

Chapters are devoted to articles made of cloth, native products, paper and wood.

Burlap sacks, flour sacks, old underwear, window shades, acorns, birch bark, clay, corks, horse hair, honey suckle vines, pine cones, tire casings, seeds, shells, tin cans, paper, envelopes, magazines, maps, carbon paper, cardboard, mailing tubes, match boxes, cartons, barrels, boxes, spools and wheels are among the myriads of odds and ends usable in making clever and useful articles in leisure time. Directions accompany many suggestions.

KARL W. BOOKWALTER.

SHAW, JOHN H., CARL A. TROESTER, JR., and MILTON A. GABRIELSEN, *Individual Sports for Men,* Philadelphia, W. B. Saunders Company, 1950. 399 pp. $4.00.

This text is a guide to prepare young men to teach individual sports to themselves and others. It aims at competence on the "required program" rather than the "varsity competition" level.

Introductory chapters include "The Place of Individual Sports in Life," "General Administrative Planning." Other chapters include instruction in Archery, Badminton, Bowling, Casting, Fencing, Golf, Handball, Tennis, Swimming and Diving and Table Tennis. A final chapter deals with "Motivating Participation in Individual Sports."

For additional references other specific sources of books and films are listed after each chapter. A typical chapter that on "Tennis," has the following sub-topics: Origin and Development, Values of Tennis, Equipment and Facilities, The Game of Tennis, Fundamentals of Tennis (footwork, tennis strokes, the grip, body position and action, the serve, the volley, the chop). Strategy in Tennis, Instructional Planning in Teaching Tennis, Sportsmanship in Planning and Teaching Tennis, Major Topics in Teaching Tennis, Ways of Measuring Success in Tennis, Officiating in Tennis, Glossary of Tennis Terms, True-False Knowledge Test Review Questions.

Each chapter is similarly treated. Common faults and exemplary illustrations add in rendering this text one of the most valuable source books yet published in its field.

KARL W. BOOKWALTER.

WILLIAMS, J. F. and WETHERELL, G. G. *Personal and Community Hygiene Applied.* Philadelphia: W. B. Saunders Company, 1950. 610 p. $4.00.

For the first time, Saunders has brought together a "best-seller" in personal hygiene, and an authoritative discussion on the community aspects of health. The first fifteen chapters are exactly the same as those found in the new ninth edition of Williams' Personal Hygiene Applied. The remaining seven chapters on Community Hygiene was prepared by Mr. Wetherell, Director of Health Education, San Diego Public Schools.

The book is planned for the college student and is intended to give him an intelligent understanding of the basic and non-technical aspects of personal and community hygiene. Starting with chapters on "The Meaning of Health" and "The Health Problem" the book proceeds logically and intelligently through the usual areas discussed in such a text. Chapters which appear to be especially fine are those on "Fitness and Exercise," and "The Sexual Aspects of Life." The section on Community Health is just as broad, comprehensive and authoritative.

The table of contents includes topical summaries, and each chapter opens with an expanded outline of what is included. The questions and exercises at the end of each chapter the selected references found there, and the many excellent illustrations all combine to make this an easy to read, and highly practical text. As a source book or for reference use it should be of value to anyone interested in the broad field of health and health education. It appears to be an excellent text for the introductory college course.

C. O. JACKSON.

DIEHL, HAROLD S., *Textbook of Healthful Living,* New York, McGraw-Hill Book Company, Inc., 1950 (Fourth Edition). 776 pp. $4.00.

The *Textbook of Healthful Living* departs radically from the conventional Anatomy-Physiology-Hygiene style textbook. It assumes that the student will possess a satisfactory knowledge of anatomy and physiology and sufficient maturity to be interested in, and ability to comprehend, a scientific presentation of information intended to promote healthful living. The author is Professor of Preventive Medicine and Public Health, and Dean of

the Medical Sciences of the University of Minnesota.

Several sections of the book deserve special mention. Among these is a table of nutritional values of various foods, the official report of the American Public Health Association on the Control of Communicable Diseases, and the section on choosing a health advisor. This is particularly timely in the light of ever present quacks and fads, indiscriminate sale and use of patent medicines, and the difficulties encountered in selecting a physician, particularly in metropolitan areas. Community health is accorded special consideration.

Five motion pictures and accompanying film strips have been developed to supplement selected chapters of the textbook. An Instructor's Manual is supplied with the series of films. A Glossary and an Index add to the utility value of the book.

In the words of the author, the theme or keynote of the book is "Be intelligent and responsible in matters of health."

J. K. RASH.

SPEARS, BETTY, *Beginning Synchronized Swimming*, Minneapolis, Burgess Publishing Company, 1950. 90 pp. $2.00.

This spiral bound, 8½ x 11" book, deals with that phase of water activity performed in a definite pattern to synchronize with a prescribed accompaniment. Synchronized swimming need not be group swimming.

Synchronizing of the front crawl, back crawl, side, elementary back, and breast strokes are discussed as well as are stunts, and stroke and stunt combinations. Accompaniment is analyzed and suggestions are made in regard to form of accompaniment and type of musical accompaniment. Detailed suggestions are given for creating synchronized swimming compositions and how to plan programs or watershows.

Fifty-three illustrations aid greatly in the explanation.

CAROLYN BOOKWALTER.

DORSIE, DARSIE L., *My Greatest Day In Golf*, New York, A. S. Barnes and Company, 1950. 210 pp. $3.00.

A book in which famous golfers relate the story of their greatest round of golf in tournament play. Fifty-one of the greatest players tell the story of the most memorable round they ever played. Included in this book are the golf experiences of such greats as Bobby Jones, Gene Saragon, Byran Nelson, Ben Hogan, "Babe" Didrikson Zaharias, Chick Evans, Patty Berg, Lloyd Mangrum, and many others.

The stories are vivid accounts of the thrills, tensions, triumphs, and the humiliations accompanying championship play. The champions base their greatest day, sometimes on a dramatically tense event, sometimes on their successful play with an outstanding champion of the day, and sometimes because the event marks the turning point in their career. The golf enthusiast will find these stories enjoyable reading material.

DAVID D. RAINS.

National Conference on Graduate Study in Health Education, Physical Education and Recreation, *Graduate Study in Health Education, Physical Education and Recreation*, Chicago, Athletic Institute, 1950. 31 pp. $1.00.

The Pere Marquette Conference grew out of a series of three previous conferences instigated by Dr. Seward C. Staley of the University of Illinois. Forty-six representatives and consultants constituted the conference personnel, at least twelve of whom represented each area. The purposes of the conference were (1) to develop principles and standards for evaluating graduate work in these areas, (2) to develop plans for implementation, (3) recommend ways and means for use of the standards. Workshop procedures were followed.

Traditions of undergraduate liberal arts colleges and German universities have in²uenced graduate study in the United States. Changes have been slow. (1) Producing better teachers, leaders, administrators, and creative scholars; (2) stimulating and improving research, and (3) developing specialists, have been the objectives of graduate work. Health education, physical education and recreation programs based upon the concept of the unity of the organism have struggled against the misguided educational philosophy of dualistic nature in partial answer to the problems of industrialization, urbanization, and advancement of science. The three fields have differences in objectives and notable variations in activities.

The chapter on school health education discusses quality of personnel needed, the graduate student, program of graduate studies, graduate faculty and facilities. In the physical education area the purposes and evaluation are added to the above topics. In the graduate recreation study chapter similar topics are discussed. The final brief chapter gives suggestions for the use of the report.

While the guide is general as a whole there is much guidance in this report as to policies for graduate study in these areas.

KARL W. BOOKWALTER.

RECENT ARTICLES

O'CONNOR, W. HAROLD: "Right Training for the Right Man," *Scholastic Coach*, February, 1950. p. 20.

This article gives an encouraging twist to the problem of the selection of track events for the track squad and the subsequent training which follows. Stress is placed upon the importance of treating the boy as an individual in light of his physiological characteristics and style of running, and developing a training schedule for him, based upon your observation of his abilities and capacity.

The various types of running events discussed include the sprints, middle and distance events. Emphasis is given to the speed factor in relation to each of the above events, particularly as it applies to the high and low hurdles. The problem of teaching pace, as an essential part of the high school training program, is aptly brought to the reader's attention. The author has indicated various times as "limits" in the events, and these can be employed as standards by which selection can be facilitated.

Most beginning track coaches or those who have a limited back ground in these activities will be extremely interested in the writer's point of view toward selection and training of high school track aspirants.

NELSON G. LEHSTEN.

JOHNS, ROY: "Officiating Seminar," *Scholastic Coach*, January, 1950. p. 16.

The authorities in the Department of Physical Education and Athletics at Albion College in southern Michigan have a required course in sports officiating for all physical education majors and minors. The program involves two one-semester classes and each carries two hours of academic credit. The courses cover all phases of officiating football, basketball, track, and baseball. The students attend two class hours per week and have one hour additional of actual practice; additional practice may be secured through intramural work, local recreational activities, or in the local high school scrimmages. After they have completed the course, those students who are interested in officiating are encouraged to register with the State Association. In numerous cases high schools and regional leagues request Albion College authorities to supply officials who have taken their course at the school. This service appears to be meeting with increased approval and a systematic check of the work done by these officials who are recommended by the College has done a great deal for the relationships between Albion College, high school authorities, and sports officials in the area.

NELSON G. LEHSTEN.

CARTA, TRIS M.: "The Place of Boxing in Physical Education," *Athletic Journal*, Vol. 30, No. 4, February, 1950, pp. 38.

This article is of interest due to the fact that it is in direct opposition to much of the latest literature regarding boxing and it's place in the physical education curriculum. Mr. Carta advocates boxing in the physical education curriculum if certain safety precautions are followed. These include a physical examination, proper facilities and equipment, and trained coaching personnel.

In the physical examination special attention should be given to the heart. Essential equipment includes head gears, gloves, rubber mouthpieces, and mats for floor covering. It is recommended that twelve-ounce gloves be used for all boxing classes.

With respect to trained coaching personnel, the instructor should be a trained physical educator with boxing experience. There should be no participation without an instructor's supervision.

The objectives of boxing as the author see them include the teaching of poise, self-confidence, sportsmanship, and the ability to make instantaneous decisions while under fire.

DALE A. LEWIS.

KJELLBERG, S. R., V. RUDHE, and T. SJOSTRAND, "Increase of the Amount of Hemoglobin and Blood Volume in Connection With Physical Training," *Acta Physiologica Scandinavica*, 19:146-151, 1949.

The groups of subjects investigated were as follows: 92 untrained women, 8 women trained for competition, 174 untrained men, 14 men trained, but not for competition, and 23 men trained for competition. Statistically significant differences were demonstrated between the trained and untrained groups in total hemoglobin, hemoglobin per kilogram of body weight, and total blood volume, but there appeared to be no difference between the groups in relative hemoglobin (Sicca Hemometer).

Nine days of ski-training (4 subjects) produced increases of ten to nineteen percent in total hemoglobin. On the other hand, a woman confined to bed for 1½ months with a fractured leg showed a very definite and progressive drop in total hemo-

globin, although her relative hemoglobin determination remained normal throughout.

HENRY J. MONTOYE,
Michigan State College.

KJELLBERG, S. R., V. RUDHE, and T. SJOSTRAND, "The Amount of Hemoglobin and the Blood Volume in Relation to the Pulse Rate and Cardiac Volume During Rest," *Acta Physiologia Scandinavica,* 19:136-145, 1949.

The 166 subjects used in this study included 44 children, 67 men and 55 women. Some of the men and women were trained athletes. A correlation coefficient of -0.72 ± 0.048 was secured between log. pulse rate and log. total hemoglobin (determined by CO method). Correlating the log. total hemoglobin with the log. (pulse rate ÷ calculated basal metabolism) produced a coefficient of -0.88 ± 0.03. When total blood volume, as estimated from the total hemoglobin, was correlated with heart volumes in these three groups (children, men, and women) coefficients between 0.90 and 0.95 were secured. The heart volumes were roentgenologically determined with the subject in a prone position. The athletes, both men and women, were concentrated at the extreme upper levels in total hemoglobin (and therefore total blood volume) and heart volume; and at the lowest level in resting pulse rate, in their respective groups. The difference between the trained and untrained subjects was on the average 30% with regard to heart volume and 38% with respect to total hemoglobin, expressed in relation to body weight. The authors hypothesize "that the larger heart volume in healthy, athletically trained persons could be entirely attributed to the increased blood volume in connection with physical training" and they point out that "the significance of the term 'athlete's heart' is thus given a physiological explanation."

HENRY J. MONTOYE,
Michigan State College.

KJELLBERG, S. R., V. RUDHE, and T. SJOSTRAND, "The Amount of Hemoglobin (Blood Volume) in Relation to the Pulse Rate and Heart Volume During Work," *Acta Physiologia Scandinavica,* 19:152-169, 1949.

Correlating total hemoglobin with the pulse rate at a work load of 600 kg. per minute on a bicycle ergometer resulted in a coefficient of $(-)0.82 \pm 0.037$ and total hemoglobin with the work load when the pulse reached 170 beats per minute gave $0.90 \pm .01$. The athletes, both men and women, were at the upper levels in total hemoglobin and work capacity and at the lower level in pulse rate at a work load of 600 kg. per minute.

Four subjects were tested at intervals during a training period and their total hemoglobin increased, while the pulse rate for a given work load decreased with training.

In twelve subjects, heart volumes (roentgenological method) were determined during exercise at various work loads. Heart volume invariably eventually decreased as the work load was increased. The two subjects with the largest total hemoglobin (athletes) could undergo a greater work load before showing a decrease in heart volume. Movements of the walls of the heart were also recorded by means of an electrokymograph in these subjects at rest and during mild exercise. Since the volume of the heart did not increase during exercise in athletes, a more complete emptying of the left ventricle must occur with each beat to account for the increase in stroke volume. This was clearly demonstrated in the electrokymographic recordings.

From their observations, the authors suggest that Starling's law of the heart may not apply during exercise, and that during rest the greater volume of blood in athletes is probably not stored in the spleen, liver, etc., but more likely in the lungs and heart.

HENRY J. MONTOYE,
Michigan State College.

MCKEE, MARY ELLEN, "A Test for the Full Swinging Shot in Golf," *Research Quarterly,* 21:40-46, March, 1950.

At the conclusion of a full-swinging test in which regulation golf balls and a number five iron were used, the following measurements were taken: time of flight, distance ball traveled along intended line of flight, and distance ball deviated from this intended line of flight. In addition, the angle of deviation, actual distance ball traveled (range), angle of impact, and velocity of the ball as impaired by the club head were computed. The test consisted of twenty trials by each subject. The same test was also given using a number two iron. The reliability coefficients for the measurements ranged from 0.81 to 0.95 except in the case of the angle of deviation using a number five club. In this instance the coefficient was 0.60.

The same test was repeated using cotton practice balls. Reliabilities for the various measurements were about the same as in the hard ball test. When the results of the two tests were correlated, coefficients of 0.73 and 0.80 were secured for the range with the two tests given the same day (fifty-five subjects). When 1-2 weeks separated the two tests, these coefficients dropped to 0.49 and 0.65 (thirty subjects). The validity coefficients for other measurements in the cotton ball tests

were lower; 0.39-0.72 with no interval between tests, and 0.14 to 0.44 when the 1-2 weeks interval occurred.

HENRY J. MONTOYE,
Michigan State College.

HENRY, FRANKLIN M., "The Loss of Precision from Discarding Discrepant Data," *Research Quarterly,* 21:145-52, May, 1950.

A series of one hundred and fifty ten-second measurements was made by one observer using a 0.1 second stop watch. The criterion of true time was the movement of the sweep-second of an electric clock.

The error deviations between true time and estimates based on the mean of serial pairs was found to be unrelated to the intra-pair deviations, which is in agreement with statistical theory. The same was found to be true when groups of five were selected.

The most accurate method of estimating true time was found to be the arithmetic mean of the observations and the accuracy increased with the number of observations averaged. Rejecting the most discrepant of three observations, selecting the middle-most score in a group of three, and rejecting valves outside of tolerance limits all were found to decrease the accuracy of estimating true time.

HENRY J. MONTOYE,
Michigan State College.

DELLA, DAN G., "Individual Differences in Foot Leverage in Relation to Jumping Performance," *Research Quarterly,* 21:11-19, March, 1950.

The following external foot measurements were taken on forty-seven high school track athletes:

Heel -to- medial malleolus (R and L)
Heel -to- metatarsal-phalangeal measurement (R and L)
Ratio of average heel -to- ankle measurement (L and R) over total foot length
Height of medial malleolus (R and L)
Total foot length (L)

These measurements were then correlated with the Sargent vertical jump, sissors-style high jump, and standing broad jump. The most significant correlation coefficients secured were as follows:

With the average of five Sargent jumps:

Proportion of foot distal to malleolus...	0.41
Average ankle to end-of-toe measurment.	0.33
Proportion of foot distal to malleolus to the metatarsal-phalangeal joint.....	0.42
Proportion of foot distal to malleolus ÷ weight	0.30

With the high jump:

Proportion of foot distal to malleolus ÷ weight	0.58

With the broad jump:

Proportion of foot distal to malleolus ÷ weight	0.53

Negative correlations of the same magnitude were secured when measurements of the remaining portion of the foot (i.e. heel -to- angle) were correlated with jumping ability. Foot length and height of malleolus did not correlate significantly with any of the jumps.

HENRY J. MONTOYE,
Michigan State College.

FOOD FOR THOUGHT

Brother C. H. McCloy, one of our former contributing editors, and now a member of the new Editorial Board comes forward with a suggestion to increase the circulation of the *Physical Educator* and take the first step in having its articles listed in the periodical guide. He says "Why not ask your local library, especially if you are in a teacher training institution, to subscribe to the *Physical Educator,* and then give an occasional assignment which involves the use of pertinent material there. This would enlarge the circulation and usefulness of the magazine considerably." It should be pointed out, further, that as a magazine is listed by a library as one of its materials, the chances are good, if that magazine and its contents are recognized as being useful and of professional value, that it will be included in the various guides to periodical literature. We are grateful to Brother Mac for his suggestion and hope the brothers who are in a position to do so, will carry on from there.

WHO'S WHO IN PHI EPSILON KAPPA

H. HARRISON CLARKE

Born in Tidioute, Pennsylvania, June 30, 1902, Harrison is best known for his contributions to the field of measurement in physical education. He received the B. S. degree at Springfield College and the M. S. and Ed.D. degrees from Syracuse University. He served as Director of Physical Education in Chautauqua, New York, Director of Intramurals and later Chairman of the Division of Teacher Training in Physical Education at Syracuse University and, since 1946, has served as Professor of Health and Physical Education and Director of Graduate Study at Springfield College.

He has written many articles and is the author of the book, Application of Measurement to Health and Physical Education. He is a fellow of the AAHPER and is listed in both Who's Who in American Education and Leaders in Education. Harrison is, without doubt, one of the outstanding men in our profession.

AUGUST PRITZLAFF

Born in Springfield, Massachusetts, Pritz is nationally known in the field of administration in physical education. He attended the Indianapolis Normal College of the American Gymnastic Union. He received the Ph. B. from the University of Chicago and later the Indianapolis Normal College bestowed upon him the honorary degree of Master of Physical Education.

He taught briefly in the Philadelphia Public Schools before serving in the U. S. Army in World War I. From 1920 to 1929 he served as Chairman of the Department of Physical Education and Dean of Boys in the Senior High School, Chicago, Illinois. Since 1929 he has been Director of Physical Education for the Chicago Public Schools.

Pritz served as President of the Mid-West District of the AAHPER in 1941 and of the National Association in 1943. He is a fellow of the AAHPER and has served on many national committees.

He is noted for his efficiency in improving facilities, increasing time allotment as well as developing high staff morale.

BLACK AND GOLD NEWS

DISTRICT COUNSELORS

With the start of a new school year the following District Counselors have been appointed by the National President, Brother Earl W. Vornheder:

District 1. Wilfred C. Collin, 2347-77th Avenue, Philadelphia 38, Pennsylvania. Chapters: PITTSBURGH ALUMNI, PHILADELPHIA ALUMNI, GAMMA, ETA, ALPHA BETA AND ALPHA LAMBDA.

District 2. Richard Cole, Manhattan College, Department of Physical Education, New York, N. Y. Chapters: NEW YORK ALUMNI, NEWARK ALUMNI, DELTA, ZETA, ALPHA ZETA, ALPHA ETA AND ALPHA XI.

District 3. Alfred G. Andrews, 320 Roosevelt Avenue, Syracuse 10, New York. Chapters: BUFFALO AULMNI, SYRACUSE ALUMNI, MU AND ALPHA OMICRON.

District 4. Rudolph Memmel, 1866 Westwood Avenue, Cincinnati, Ohio. Chapters: CINCINNATI ALUMNI, EPSILON, UPSILON, PSI, OMEGA, ALPHA DELTA AND ALPHA IOTA.

District 5. Newton C. Loken, Waterman Gymnasium, University of Michigan, Ann Arbor, Michigan. Chapters: DETROIT ALUMNI, KAPPA and ALPHA MU.

District 6. Frederick O. Martin, 1333½ Central Avenue, Indianapolis, Indiana. Chapters: INDIANAPOLIS ALUMNI, ST. LOUIS ALUMNI, ALPHA AND RHO.

District 7. Edwin O. Hoppe, 634 Robertson Avenue, Wauwatosa 13, Wisconsin. Chapters: MILWAUKEE ALUMNI, CHICAGO ALUMNI, BETA, THETA, IOTA, NU, SIGMA, AND ALPHA KAPPA.

District 8. Walter J. Mikols, Department of Physical Education, University of Kansas, Lawrence, Kansas. Chapters: PHI AND TAU.

District 9 and 11. Henry O. Meyer, Central School, Missoula, Mont. Chapters: MISSOULA ALUMNI, XI, PI AND ALPHA GAMMA.

District 10. Martin H. Trieb, 330 South Mansfield, Los Angeles 36, California. Chapters: LOS ANGELES ALUMNI, LAMBDA, CHI, ALPHA EPSILON AND SIGMA ALPHA.

District 12. Dr. Peter O. Sigerseth, School of Health and Physical Education, University of Oregon, Eugene, Oregon. Chapter: OMICRON.

All communications relative to chapter problems should be directed to these District Counselors. Arrangements are being made to have the District Counselor contact each chapter under his jurisdiction at least once during the fiscal year. The District Counselors are reminded that the next National Convention of Phi Epsilon Kappa Fraternity will be held in conjunction with the 1952 convention of the American Association of Health, Physical Education and Recreation at Los Angeles, California.

CENTRAL OFFICE NEWS

The October issue of the BLACK AND GOLD BULLETIN was mailed to all paid-up members of Phi Epsilon Kappa Fraternity and contained the financial report of the fraternity. Under Brother Romeiser's stewardship the net worth of the fraternity reached an all time high. With the continued interest and support of the membership the organization will continue to be in a position to accomplish some of the professional objectives set by our past National Presidents. Dr. Carl B. Sputh, Dr. Laurence B. Chenoweth, Dr. Carl F. Trieb, Frederick Foertsch and Earl Vornheder have made plans for Phi Epsilon Kappa Fraternity to undertake projects which will establish us as a professional group.

The most recent effort in this direction has been the approval of an appropriation to assist Brother Grover W. Mueller, one of our founders, to conduct a study on "Longevity." Brother Mueller has been interested in the effects of vigorous exercise and athletics on the heart, and with the assistance and cooperation of brothers on the faculties of colleges and universities he expects to be able to discover vital information. Within the next few weeks some of you will receive a communication from Brother Mueller asking for your assistance in gathering necessary data for this study. Please give every consideration to his request, remembering that your contribution to the study is essential for its ultimate success. More about the study and the procedures to be used in a forthcoming isse of THE PHYSICAL EDUCATOR.

CHANGES OF ADDRESS

Alumni members and unaffiliated alumni are urged to report all changes of address promptly in order to insure prompt receipt of all communications and publications of the fraternity. The Central Office is attempting to keep a current list of addresses and your cooperation is necessary.

Membership dues for the 1950-51 fiscal year are payable now—please forward $3.00 in the form of a check or money order drawn in favor of Phi Epsilon Kappa Fraternity, 3747 North Linwood Avenue, Indianapolis 18, Indiana. Any member desiring additional copies of THE PHYSICAL EDUCATOR may receive them by subscribing in the name of a school or college for the special $1.20 annual rate. Checks or money orders should be drawn in favor of THE PHYSICAL EDUCATOR, 3747 North Linwood Avenue, Indianapolis 18, Indiana.

PLEDGE MANUALS

All prospective members of Phi Epsilon Kappa Fraternity are expected to have a personal copy of the Pledge Manual. When chapter secretaries or treasurers forward initiation fees they should also order a sufficient number of Pledge Manuals to furnish each pledge. These Pledge Manuals cost fifty cents and are available from the National Secretary-Treasurer at the Central Office.

LIFE MEMBERSHIPS

Life memberships are available at a cost of fifty dollars. A life membership is the best investment a brother can make—just think, no more worry about annual payment of membership dues. A life membership assures you of receipt of all publications, BLACK AND GOLD BULLETIN, THE PHYSICAL EDUCATOR, and any other publications which may be published by the fraternity. As a special inducement, alumni members may secure life memberships by paying six annual installments of ten dollars each. Better still, you may deduct one dollar for each year you have already paid membership dues—example: if you were initiated in

1935 and have paid dues for fifteen years you may pay thirty-five dollars and receive a paid-up life membership.

OFFICIAL JEWELRY

Brothers and chapter officers are reminded that all official jewelry must be ordered through the Central Office. Any novelty jewelry which bears the crest of Phi Epsilon Kappa Fraternity, may be ordered through the Central Office. Immediate shipment is assured and lowest prices are available to members. Brothers who have lost, misplaced or "placed" their fraternity badges may have another by sending a check m the amount of six dollars to the National Secretary-Treasurer, 3747 North Linwood Avenue, Indianapolis 18, Indiana.

CHAPTER PROGRAMS

Collegiate chapters are urged to forward to the Central Office the program of regular and special events planned for the semester and the school year. Mention of these programs will appear in the Black and Gold Section of THE PHYSICAL EDUCATOR. This is a good medium for the exchange of novel programs and special events. Share your experiences with the brothers of the other chapters—a successful meeting or project may be just the thing one of the other chapters is looking for. Deadline date for the March issue of THE PHYSICAL EDUCATOR is January 15, 1951.

CHAPTER NEWS

ALPHA CHAPTER, Indiana University, Bloomington, Indiana

Forty-five active members are in school this semester and the first meeting took place on September 22, 1950. Our intramural program has gotten off to an excellent start, the boys winning their first encounter in touch football. Ed "Jolly" Dzitliak, intramural manager, has done very well in getting the interest of the members for the program.

A picnic at Morgan-Monroe State Park was held on October 8, 1950, and all members had an enjoyable day. Intra-chapter talent provided gala entertainment for those attending.

Brother DiBiase presented an idea for a mixer for majors and minors in the physical education department. This mixer is scheduled for the week prior to the Christmas vacation.

Two chapter offices were left vacant over the summer due to students leaving the campus. Brother Robert Maletich, who was elected Vice-President last Spring has taken over the duties of President, succeeding Brother James McKeever who did not return to school. Brother Seymour Haliczer took over the duties of Historian-Editor, replacing Brother Han Hafer who failed to enroll this semester.

ETA CHAPTER, Trenton State Teachers College, Trenton, New Jersey.

With twenty-four remaining brothers 1950-51 promises to be a successful year. The year opened with a smoker for all freshmen health and physical education majors. The barn-dance was a tremendous success for the second year in a row. Mr. Roy Van Ness has succeeded Mr. Earl H. Dean as Chapter Adviser. The tentative program of Eta Chapter for 1950-51 follows:

1. Meetings will be held on the second Tuesday and fourth Thursday of each month.
2. Smoker for freshmen physical education students on September 26, 1950.
3. Fall pledge season—October 16, 1950.
4. Participation in All-College Revue—November 3rd and 4th.
5. Annual Barn Dance—Late October or Early November.
6. Sponsor "Columbia Boys Choir" for benefit of entire student body—before Christmas holidays.
7. Pledge Smoker—Early February.
8. Sponsor of water carnival.
9. Speaker to demonstrate taping and massage—winter meeting.
10. Spring pledge season—Middle of February.
11. Participate in intramural Basketball.
12. Annual Founders' Day dinner-dance in late March or early April.
13. Intramural Baseball.
14. Annual picnic in late spring.

CHI CHAPTER, Occidental College, Los Angeles, California.

The following is the tentative schedule for Chi Chapter of Occidental College. Due to such long range planning a few minor changes may be made during the coming year.

Thursday, October 12, 1950—Evening meeting. Mr. Klafs the speaker. Mr. Klafs has been appointed as Chapter sponsor during the absence of Dr. Carl F. Trieb.

Thursday, November 16, 1950—Evening active ceremony (five pledges), Speaker and guests.

Week of December 4, 1950—Noon Meeting, Final announcements for dinner-dance and selection of water carnival committee.

Friday, December 8, 1950—Dinner-dance at Chinatown located in Los Angeles.

Week of January 1 or 8, 1951—Noon Meeting for selection of pledge candidates.

Thursday, February 8, 1951—Evening Meeting. Pledging ceremony followed by election of officers. (Officers serve from March to March.)

Week of February 12, 1951—Noon meeting. Installation of new officers.

Thursday, March 8, 1951—Reports on water carnival committee progress.
Lee Hansen speaking and showing movies concerning Physical Education Activities.

Thursday, April 12, 1951—Evening. Founders' Day Banquet and joint chapter active initiation. Speakers and guests. Pledge groups from Lambda Chapter, U. C. L. A., Sigma Alpha, U. S. C., and Chi Chapter, Occidental.

Friday, April 13, 1951—Water carnival.

Week of April 23, 1951—Noon meeting. Selection of pledge candidates.

Thursday, May 10, 1951—Evening pledge ceremony.

ALPHA NU CHAPTER, University of Buffalo, Buffalo, New York

In keeping with the good will and encouragement with which the Buffalo Alumni Chapter started us off last March as the newest chapter of Phi Epsilon Kappa Fraternity, Alpha Nu is striving for top recognition and respect on the University of Buffalo campus.

Alpha Nu began the semester by accepting the responsibility for the organization of the intramural sports program for year at the University of Buffalo. This program is controlled by the Intramural Department with the Alpha Nu brothers acting as contact managers for the Schools of Medicine, Law, Engineering, Business Administration, Pharmacy, Education and Arts and Sciences. We also organize teams, arrange schedules and tournaments and officiate the contests in various sports.

Brother Edwin O'Reilly is Student Manager of Intramural Sports and has Brothers Shanabrook and Hastas as his Assistants. In the spring, the intra-

mural team scoring highest under the point system set up will receive a beautiful trophy, donated by Alpha Nu Chapter of Phi Epsilon Kappa Fraternity, for excellency in intramural sports.

All available time is now being spent in making the homecoming day of the University of Buffalo a success. Not only are we promoting the homecoming dance, but we are also sponsoring the campus-wide selection of a queen of homecoming, the huge parade through Buffalo and the ceremonies of the football game with Rhode Island State. We are working closely with the University of Buffalo Alumni office and all indications point for a terrific success with this program being one of the top attractions of the year at the University.

Preliminary plans are also underway for the pledging and initiation of new members into Alpha Nu Chapter. We are looking forward to a very successful year here at the University of Buffalo.

CINCINNATI ALUMNI CHAPTER

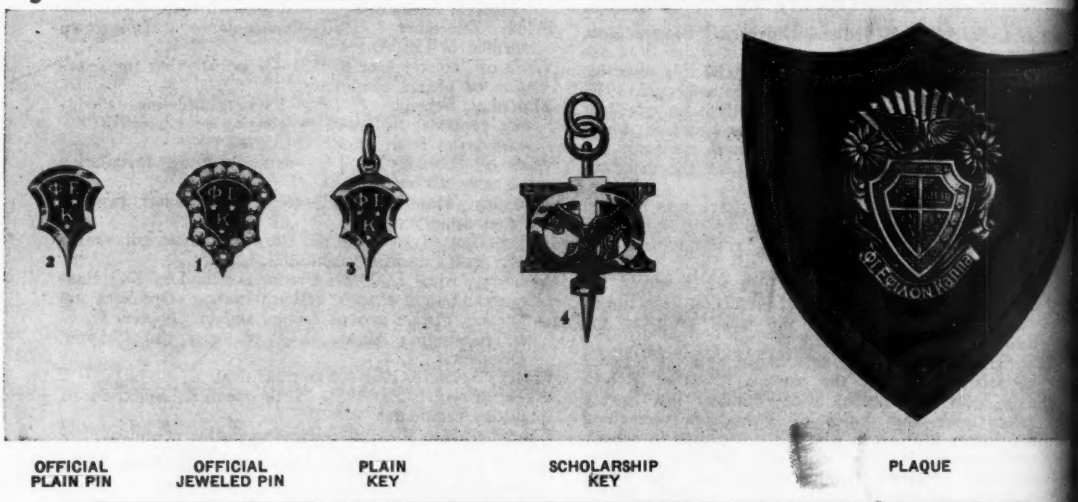
The program for the Cincinnati Alumni Chapter for the 1950-51 fiscal year follows:

September 9, 1950—Summer Reminiscences.
October 7, 1950—Joint Meeting with Alpha Iota Chapter.
November 4, 1950—To be Arranged.
November 11, 1950—Guests of the University of Cincinnati at University of Cincinnati vs. College of Pacific Football Game.
December 2, 1950—To be Arranged.
January 6, 1951—Business Meeting—Report of Membership Committee.
February 3, 1951—To be Arranged.
March 3, 1951—Report of Nominating Committee. Election of candidates for membership.
April 7, 1951—Founders' Day Banquet.
May 5, 1951—Initiation of Candidates—Election of Officers.
June 2, 1951—Picnic—Sports—Scholarship Committee Report, Installation of 1951-52 Officers.

INDIANAPOLIS ALUMNI CHAPTER

The first meeting of the 1950-51 fiscal year was held at Brother Alvin Romeiser's home and a good turnout resulted. Brother Treichler made arrangements for the program which followed the election of officers for the current year. Brother Geisler was elected President and Brother Hafner was elected Secretary-Treasurer.

The business meeting was followed by an interesting discussion of Wrestling in the Junior and Senior High School. In addition to the coach of wrestling at Southport High School, Jimmy Angelopolous, sports reporter for the Indianapolis Times, was present and indicated ways in which school physical education and athletic activities could be brought before the public. The problem of good public relations is an important one for those charged with the administration of athletic events.



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